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1922

MINISTRY OF EDUCATION

Educational Progress in EGYPT during the period 1882-1922

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MINISTRY OF EDUCATION.

Educational Progress in EGYPT during the Period 1882-1922.

I. ELEMENTARY EDUCATION.

(1) Elementary Schools.

Until 1916, when the Ministry of Education undertook the task of raising the level of education for the children of the poorer classes, there were no schools that bore any correspondence to the Elementary Schools in advanced countries. There were only "Kuttabe" or "Maktabe", in which the Qoran was memorised and Reading, Writing and Arithmetic taught inadequately. With the introduction of new syllabuses in 1916, for both Boys' and Girls' Schools, and their enforcement in all the organized establishments throughout the country (Elementary Schools under the Ministry of Education, those under other State Administrations and the direct management of the Provincial Councils, and a number of schools belonging to Societies, etc.) the nucleus of a national system of elementary education now exists. The Commission for the Extension of Elementary Education based its scheme (as outlined in its Report issued in 1919) upon the curricula of 1916, which are as follows :-

Boys' Elementary Schools.

S u b j e c t s	Number of Periods per Week			
	1st Year	2nd Year	3rd Year	4th Year
Qoran	6	9	9	9
Religious Instruction	2	2	2	2
Arabic Language	11	12	12	12
Writing	6	6	6	4
Arithmetic	7	7	7	7
Object Lessons	2	2	1	1
Hygiene	-	1	2	2
Drawing	-	-	-	1
Geography	-	-	-	1
TOTAL :	34	39	39	39

Girls' Elementary Schools.

S u b j e c t s	Number of Periods per Week			
	1st Year	2nd Year	3rd Year	4th Year
Qoran	4	5	6	6
Religious Instruction	1	2	2	2
Arabic Language	9	10	11	11
Writing	4	4	4	3
Arithmetic	6	6	6	6
Drawing	2	2	1	1
Occupations	8	3	-	-
Nature Study	-	1	1	1
Needlework	-	6	6	6
Hygiene	-	1	2	2
Geography	-	-	-	1
TOTAL :	34	39	39	39

It must be noted, however that such a scheme would hardly be applicable to village schools in the event of a national system of elementary education becoming law : a less liberal scheme for the villages as opposed to the towns would be necessitated by economic conditions.

The Ministry of Education had nothing to do with the Kuttabs until 1889, when the Ministry of Waqfs handed over to its management 69 establishments, for the maintenance of which it gave an annual grant of L.E.4000. In 1912 the number of these establishments rose to 132, and at the present moment stands at 167, the reduction since 1912 being due to the fact that small schools have in certain cases been combined into one large school for which adequate accommodation has been found. The statistics of Elementary Schools of all categories, on 31st December, 1921, are as follows :-

(a) Fully-organised (i.e. following the syllabuses of Ministry of Education).

A u t h o r i t y	Number of Schools				Number of Pupils		
	Boys'	Girls'	Mixed	TOTAL	Boys	Girls	TOTAL
I. Ministry of Education.							
(a) For itself	5	6	-	11	757	724	1481
(b) For Waqfs Ministry .	57	45	5	107	7417	7859	15275
(c) For Alex. Munic. ...	14	6	1	24	2658	1859	4514
TOTAL :	75	60	6	142	10829	10441	21270
II. Other Government							
<u>Administrations</u>	13	2	65	80	2925	617	3542
III. Provincial Councils	245	86	246	577	41810	11139	52249
IV. Societies	5	3	2	10	577	341	918
GRAND TOTAL :	339	151	319	809	55141	22538	78679

(b) Grant-in-aid (Kuttabs few of which follow syllabuses of Ministry of Education).

A u t h o r i t y	Number of Schools				Number of Pupils		
	Boys'	Girls'	Mixed	TOTAL	Boys	Girls	TOTAL
I. Ministry of Education...	91	18	425	425	27337	10421	37758
II. Provincial Councils	683	5	1840	2528	154756	17618	172374
TOTAL :	774	23	2166	2953	182093	28039	210132
TOTAL of (a) & (b) :	1113	174	2475	3762	238234	50577	288811

Leaving out of consideration the grant-in-aid schools which are below the level of the schools aimed at by the Commission for the Extension of Elementary Education, it thus appears that suitable elementary schools exist at present to the number of 809 instead of the 8000 contemplated by the Commission as the number to be provided during a period of 20 years. In other words 10% of the Elementary Schools needed have already been provided, and this without the special machinery to be elaborated on the passing of an Elementary Education Act.

The needs of Alexandria have been specially met during the last eight years, first by the establishment of 6 excellent Waqfs Schools, secondly by the creation (since 1917) of 24 Municipality Schools, and thirdly by the creation of 8 Orwa el Woska Schools : a total of 38 fully-organised elementary schools in a city requiring 300.

(2) Higher Elementary Schools.

In 1916 the Ministry of Education created a new type of school, in which vernacular education was to be continued for 4 years in the case of boys and 3 years in the case of girls. The Boys' Higher Elementary Schools were to be of two types, urban and rural, and the Girls' Higher Elementary Schools of only one type in which Domestic Science received great attention. The curricula for these schools are as follows :-

Girls' Higher Elementary Schools.

S u b j e c t	No. of Periods per Week		
	1st Year	2nd Year	3rd Year
Religious Instruction	3	3	3
Arabic Language	8	8	8
Writing	2	2	2
Arithmetic and Household Accounts	6	6	6
Drawing	2	2	2
Geography	2	2	2
History	1	1	1
Hygiene	2	2	2
Object Lessons and Nature Study	1	1	1
Domestic Science (Needlework, Cookery, Laundrywork, Housewifery)	12	12	12
TOTAL :	39	39	39

Boys' Higher Elementary Schools.

S u b j e c t	Urban Schools				Rural Schools			
	1st Year	2nd Year	3rd Year	4th Year	1st Year	2nd Year	3rd Year	4th Year
Religious Instruction	4	4	3	3	4	4	3	3
Arabic Language	8	8	8	8	8	8	8	8
Writing	2	2	2	2	1	1	1	1
Arithmetic and Accounts	6	6	6	6	6	6	6	6
Geometry	1	1	-	-	1	1	-	-
Mensuration and Surveying	-	-	3	3	-	-	3	3
Drawing	3	3	3	3	2	2	2	2
Geography	3	3	2	2	3	3	2	2
History	1	1	1	1	1	1	1	1
Hygiene	1	1	1	1	1	1	1	1
Object Lessons	2	2	-	-	2	2	-	-
Lessons on Materials, Machines and Manufactures	-	-	2	2	-	-	-	-
Rural Science and Nature Study ...	-	-	-	-	-	-	2	2
Manual Training	8	8	8	8	4	4	2	2
Practical Work in School Garden .	-	-	-	-	6	6	6	6
TOTAL :	39	39	39	39	39	39	39	39

Success in these two types of schools has been realised only in the case of those established by the Ministry of Education which maintains a Boys' Higher Elementary School in Cairo of the urban type with 250 pupils, and five Girls' Higher Elementary Schools with 700 pupils, three in Cairo, 1 in Alexandria and 1 in Damietta. The Provincial Councils had, by 1918, established 16 Boys' and 1 Girls' Higher Elementary Schools, but in 1920 these Boys' Schools had fallen to 7 and the Girls' School had been suppressed. At the present time there is not a single Boys' Higher Elementary School under the Provincial Councils, all having been converted into Primary Schools. The chief reasons for the failure of the Councils to maintain these schools are as follows :-

(1) Precipitate action in converting Primary into Higher Elementary Schools against the wishes of the population. This in many cases was due to unwise insistence on the part of the Ministry of Education, which endeavoured to force the hands of the Councils.

(2) Establishing the Higher Elementary Schools in small places where there are not sufficient elementary schools to afford a recruiting ground (See Appendix I.).

(3) Appointment of inferior staffs. These schools carry the pupils as far as the Secondary Education Certificate Part I. in most subjects, and therefore graduates of the Higher Training College and Dar el 'Ulum are needed; the Councils found such a staff too expensive.

It is only in the mudiria capitals that these schools should exist. Were the control in the hands of the Ministry of Education it would be possible to do excellent work in these capitals, especially now that the Ministry of Agriculture has decided to give up Farm Schools.

Girls' Higher Elementary Schools have, on the other hand, proved extremely popular, and it is likely their number will increase. The Ministry of Education has submitted to the State Buildings Department specifications for a new Girls' Higher Elementary School at Alexandria, to be built in 1923 on the site of the ex-Governorate.

One of the most important benefits accruing from Girls' Higher Elementary Schools is that they now form the chief recruiting ground for the Balaq and Wardian Women's Elementary Training Colleges at Cairo and Alexandria. Instead of the entrants to these Colleges being girls from the 4th Year classes of Elementary Schools as before, they are now girls who have completed the Higher Elementary Course in whole or in part, and the attainments of the students in the 3 years' Training College course have thus been enormously raised.

(3) Men's Elementary Training Colleges.

The training of teachers for Elementary Schools was inaugurated in 1904 by the creation of the 'Abd el 'Aziz College. The duration of the course of study has varied as follows :-

1904 - 1906	one year
1907 - 1909	two years
1910 onwards	three years.

In 1912 the first examination for the Elementary Teachers' Certificate was held, this certificate being granted only to those students who had completed the three years' course. The number of successful candidates from the Training Colleges during the period 1912 - 1921 is 2338 distributed as follows :-

1912	192
1913	126
1914	246
1915	262
1916	320
1917	320
1918	328
1919	394
1920	391
1921	296

In addition acting-teachers who sat as external candidates during this period numbered 578, so that the total number of holders of the Men's Elementary Teachers Certificate is at present 2916. This in itself is evidence of great progress in the field of Elementary Education where, before 1912, the teachers were devoid of professional qualifications.

The number of students in Men's Training Colleges is at present as follows :-

Authority	No. of Men's Elementary Training Colleges	No. of Students
1. Ministry of Education	5	682
2. Provincial Councils	10	719
TOTAL :	15	1401

In every province except Assuan (which is too poor to maintain one) there is a Men's Elementary Training College; 13 in the provinces, and two colleges at Cairo and Alexandria.

The following is the syllabus of work :-

Subject	No. of Lessons per Week		
	1st Year	2nd Year	3rd Year
1. Quran and Religious Instruction	4	4	4
2. Arabic Language	8	7	6
3. Writing	5	3	3
4. Arithmetic, Geometry, and Elements of Book-keeping	8	7	6
5. Principles and Practice of Teaching	2	4	3
6. Geography	2	2	2
7. History	2	2	2
8. Object Lessons	2	2	2
9. Drawing	2	2	2
10. Hygiene	1	1	1
TOTAL	34	34	34

This syllabus is based upon the Law of 1910, but in 1919 the Ministry of Education revised the curricula of all subjects, including under (4) Algebra and under (8) Elementary Physics. The standard of work has thereby been considerably raised, and the mental outlook of the students greatly extended.

(4) Women's Elementary Training College.

The first Women's Elementary Training College was established in 1903 at Bulaq, a year before the 'Abd el 'Aziz College for Men-teachers. The course of study, fixed at three years from the start, has remained unchanged, although in 1917 a Supplementary Course was started at Bulaq in order that the professional equipment of the students might be improved by an extension of the period of study by one or two years in the case of the most capable students who had successfully completed the three years' course and were willing to spend a further period of study at the College. The duration of the Supplementary Course is now two years in each of its three sections General Education Domestic Science and Kindergarten, so that those students who pass the final examination in any one of these sections become specialists as teachers in Girls' Higher Elementary Schools and Women's Elementary Training Colleges.

There are at present 11 Women's Elementary Training Colleges in the country, 6 of which with 591 students (525 in the ordinary 3 years' course, and 66 in the Supplementary course) belong to the Ministry, and 5 to the Provincial Councils with 235 students, a total of 826. The total number of successful Training College candidates at the Women's Elementary Teachers' Certificate Examination since the start is 857, distributed over the period 1911-1921 as follows :-

1911	...	...	...	...	...	7
1912	...	...	...	...	...	16
1913	...	...	...	...	...	38
1914	...	...	...	...	...	41
1915	...	...	...	...	...	58
1916	...	...	...	...	...	68
1917	...	...	...	...	...	75
1918	...	...	...	...	...	93
1919	...	...	...	...	...	157
1920	...	...	...	...	...	117
1921	...	...	...	...	...	157

In addition 25 external candidates secured the Women's Elementary Teachers' Certificate so that the total number of women-teachers possessing this certificate is now 882.

Furthermore, of the 857 possessing the M.T.C. 108 have proceeded to the Supplementary Course with the following results :-

Length of Course	Number of Successful Candidates			
	General Education	Domestic Science	Kindergarten	TOTAL
One year	-	20	23	43
Two years	65	-	-	65
TOTAL	65	20	23	108

■

Until 1911 there was no certificate but 102 students had completed the course.



The General Education Section has from the start been a two years' course, and 14 of the students studied in this section at Wardsian Training College where however, there is no longer a Supplementary Course. The second year of study in the Domestic Science and Kindergarten Sections was not started until 1921, so no students in these sections figure in the above list.

The growth of the Supplementary Course is one of the most interesting and successful developments in female education : whereas up to 1917 no students in Women's Elementary Training Colleges received other than the training course of three years to prepare them for the Women's Elementary Teachers' Certificate Examination, now the Bulag Supplementary Course numbers no less than 89 students all of whom are of necessity holders of the Women's Elementary Teachers' Certificate. At the end of the two years' Supplementary Course the students become teachers in Girls' Higher Elementary Schools, Women's Elementary Training Colleges, Boys' Infant Schools, and even Girls' Primary Schools for which the output of the Sania Training College is as yet inadequate.

(5) Boys' Infant Schools :

Although these are preparatory schools for Boys' Primary Schools the assistant-teachers are holders of the Women's Elementary Teachers' Certificate who have specialised in Kindergarten work, some of them proceeding from the Kindergarten Section of the Supplementary Course.

At present there are but two schools, one in Cairo and the other in Alexandria with a total of nearly 300 pupils. As soon as funds permit other schools of the type will be opened. They meet a great need and are extremely popular. It is hoped, however, to reorganise Elementary Schools in such a way as to have Mixed Infant Schools with a two years' course so that both boys and girls in the elementary field may profit by the Kindergarten methods. At present Girls' Elementary Schools alone have Kindergarten teaching, boys in Elementary Schools being deprived thereof. Above the two years' course would be Boys' and Girls' Elementary Schools with a 3 or 4 years' course.

The introduction of Kindergarten teaching is entirely due to the Ministry of Education which started it many years ago in the lower classes of Girls' Primary Schools, and which has sent a number of Sania Training College students to specialise in Kindergarten work in England. On their return to Egypt these students have taught the subject in Girls' Primary Schools and Women's Elementary Training Colleges.

II. PRIMARY EDUCATION

Primary Schools, which started in 1868, are the basis of the Europeanised system of education, where the French Language was originally studied, to be replaced afterwards by the English Language. These schools have always followed a four years' course and from 1891 to 1915, admission to the Secondary Schools was dependent on success at the Primary Education Certificate Examination. In the latter year this Certificate, which had further served as the minimum qualification for admission to Government service, was abolished.

The Entrance Examination for admission to Secondary Schools replaced it, and the minimum qualification for admission to Government service became the Secondary Education Certificate, Part I.

The substitution of English for French in the Primary Schools was due chiefly to political causes. After the incident of Fashoda parents realised for themselves that English influence was likely to increase, and French influence to decrease, with the result that the French Sections in the schools gradually lost their pupils, until in 1903 the French Section in Government Schools was suppressed, and in these Primary Schools only one European Language, and that English, came to be studied (See Appendix II.).

(1) Boys' Primary Schools.

The curriculum is as follows :-

S u b j e c t s	Number of Lessons per Week			
	1st Year	2nd Year	3rd Year	4th Year
Religion	5	5	4	4
Arabic Language	9	9	8	8
Arabic Penmanship	5	3	2	2
History	-	-	1	1
Geography	2	2	2	2
Arithmetic	6	6	6	6
Geometry	-	-	1	1
Drawing	2	2	1	1
Hygiene	-	-	1	1
Translation	-	2	4	4
European Language (English or French)	9	8	8	8
European Penmanship	1	1	1	1
TOTAL :	39	39	39	39

In 1882 there were 27 Boys' Government Primary Schools; in 1921 there were 34. In 1889 the number of pupils in Boys' Primary Schools was 2822 (2133 in the French Section and 689 in the English); in 1921 the total had risen to 11382 (all learning English). In the period 1891-1915, during which the Primary

Education Certificate Examination was held. 31848 candidates obtained the certificate. From 1915 to 1921 the number of candidates successful at the Entrance Examination to Secondary Schools was 6368, so that a grand total of 37912 candidates completed the Boys' Primary course of study successfully. It may be of interest to compare the present syllabus with that of 1892 which was as follows :-

S u b j e c t s		Number of Hours per Week							
In Arabic	In the European Language	1st Year		2nd Year		3rd Year		4th Year	
		Arabic	European	Arabic	European	Arabic	European	Arabic	European
Quran	-	6	-	5	-	-	-	-	-
Arabic Language	-	12	-	7	-	8	-	7	-
Translation	-	-	-	-	-	1	-	1	-
Arabic Calligraphy	-	6	-	4	-	3	-	2	-
Arithmetic	-	5	-	5	-	5	-	5	-
Geometry	-	-	-	-	-	1	-	1	-
Drawing	-	1	-	1	-	2	-	2	-
-	European Language	-	-	-	6	-	7	-	7
-	European	-	-	-	-	-	-	-	-
-	Calligraphy ..	-	-	-	2	-	1	-	1
Object Lessons ..	Object Lessons ..	2	-	1	-	-	2	-	2
Geography	Geography	-	-	2	-	-	3	-	3
History	-	-	-	-	-	-	-	2	-
Subjects taught in Arabic		33	-	25	-	20	-	20	-
Subjects taught in the European Language (English or French) ..		-	-	-	8	-	13	-	3
TOTAL of Hours per Week		33		33		33		33	

NOTE - One or two hours may be devoted weekly to the teaching of Physical Exercises provided that special and appropriate provision is made for such instruction and the times for giving it are entered in the approved Time-Table of the school.

The Turkish Language is optional. It is taught to pupils at the request of parents, at hours appointed by the headmaster of the school.

The note is important showing as it does that Physical Training was then optional, and that the Turkish Language was taught.

In 1889 the percentage of free pupils was 33; in 1900, 8; and in 1921 the percentage fell to 7 the boys in question being free pupils at the 'Abbas School, sons of Railway employees for whom this school was founded (See Appendix III.). The fact that parents have realized the necessity of education is clearly proved by these statistics; whereas in the early years of the Occupation education was largely free practically all pupils now pay fees.

In addition to the Government Boys' Primary Schools there were at the end of 1921 the following Boys' Primary Schools maintained by other school authorities and under Government inspection :-

A u t h o r i t y	No. of Schools	No. of Pupils
1. Provincial Councils	58	7612
2. Private ownership	65	13231
TOTAL :	123	20843

Following the Government syllabuses, and under Government inspection, there was, therefore, at the end of 1921, a total of 157 Boys' Primary Schools, with 32255 pupils in attendance.

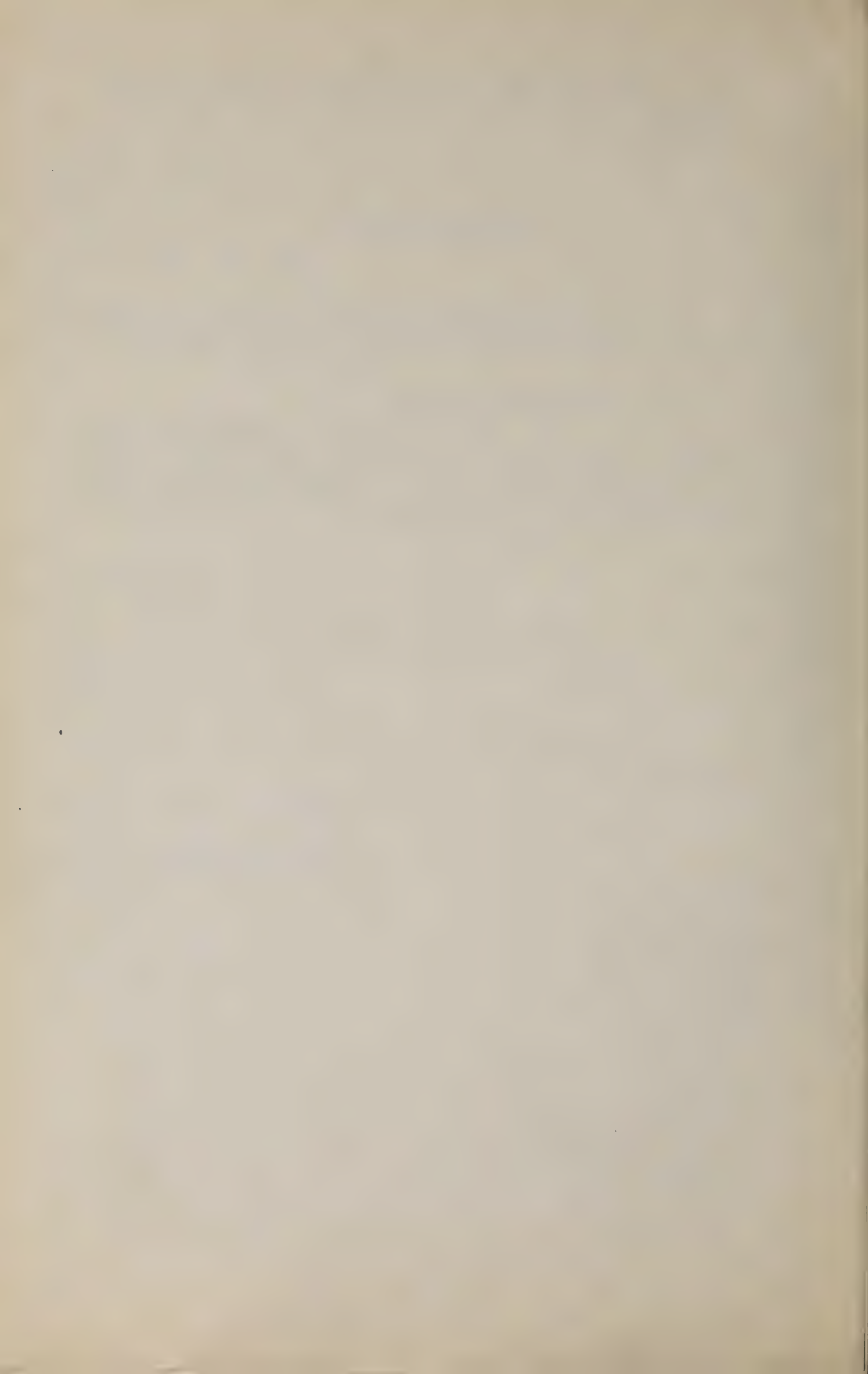
(2) Girls' Primary Schools.

The first Girls' Primary School was opened by the Ministry of Education in 1873, and was known as El Suyufiya (now the Santa). The development of this system of education which had formerly depended upon foreign missionary societies (which still meet with the approval of the upper classes of Egyptian Society) is shown the following statistics for 1921 :-

A u t h o r i t y	No. of Schools	No. of Pupils
1. Ministry of Education	4	901
2. Provincial Councils	12	1479
3. Societies	33	3934
TOTAL :	49	6314

The following is the scheme of work followed by all these 49 schools :-

S u b j e c t s	Number of Lessons per Week					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Religion	-	-	2	2	1	1
Moral Instruction	1	1	1	1	1	1
Arabic Language	6	6	6	6	6	6
Arabic Penmanship	-	3	2	2	2	1
English Language	-	-	6	6	6	6
English Penmanship	-	-	2	2	1	1
Translation	-	-	-	1	1	2
Arithmetic	4	5	5	5	5	5
Object Lessons and Nature Study	2	2	2	2	-	-
Geography	-	-	2	2	2	2
History	-	-	-	-	1	1
Kindergarten (Handwork)	13	9	3	-	-	-
Needlework	5	3	3	3	4	4
Drawing and Brush-Work	3	3	3	3	2	2
Hygiene	-	-	-	1	2	2
Housewifery	-	-	-	1	2	2
Cookery and Laundry	-	-	-	-	3	3
	34	34	39	39	39	39



From 1900 to 1914 a Girls' Primary Certificate Examination was held and, during this period, 248 girls secured the certificate. The examination was suppressed in 1915 owing to the conviction that it served no useful purpose, there being at the time no Girls' Secondary Schools and no girls being eligible for Government service except in the teaching profession and in hospitals, for which special systems of recruitment exist.

III. SECONDARY EDUCATION

(1) Boys' Secondary Schools.

In 1882, the Khedivial School, created in 1863, alone represented Secondary Education. In 1886 followed the Taufiqiya School, and in 1888 the Ras el Tin.

In 1892, whilst these three schools were the only existing Secondary Schools, the scheme of work was the following :-

Subjects		Number of Hours per week									
In Arabic	In the European Language	1st Year		2nd Year		3rd Year		4th Year		5th Year	
		Arabic	European	Arabic	European	Arabic	European	Arabic	European	Arabic	European
Arabic Language	-	6	-	6	-	5	-	3	-	4	-
Translation	-	1	-	1	-	1	-	1	-	2	-
Arabic Calligraphy	-	3	-	1	-	1	-	1	-	1	-
Arithmetic	-	3	-	2	-	2	-	2	-	1	-
Geometry	-	3	-	2	-	2	-	2	-	1	-
Algebra	-	2	-	2	-	2	-	2	-	2	-
Drawing	-	2	-	1	-	1	-	1	-	1	-
-	Principal European Language	-	6	-	6	-	6	-	5	-	5
-	Supplementary European Language	-	3	-	3	-	3	-	3	-	3
-	European Calligraphy	-	1	-	1	-	1	-	1	-	1
-	Geography & Physiog	-	3	-	3	-	3	-	3	-	3
-	History	-	2	-	2	-	2	-	2	-	2
-	Physics	-	1	-	2	-	2	-	2	-	2
-	Chemistry	-	-	-	-	1	-	2	-	2	-
-	Natural Science	-	-	1	-	1	-	2	-	2	-
Arabic, and Subjects taught in Arabic		17	-	15	-	14	-	13	-	12	-
Principal European Language and Subjects taught in it		-	13	-	13	-	16	-	17	-	18
Supplementary European Language		-	3	-	3	-	3	-	3	-	3

In special cases Drawing may be taught by a European teacher.

NOTE - One or two hours may be devoted weekly to the teaching of Physical Exercises provided that special and appropriate provision be made for such instruction and the times for giving it are entered in the approved Time-Table of the school.

The Turkish Language is optional. It is taught to pupils at the request of parents, at hours appointed by the Headmaster of the school.

In 1921 the statistics were as follows :-

A u t h o r i t y	No. of Schools	No. of Students
1. Ministry of Education	8	3679
2. Private ownership	35	4911
TOTAL	43	8590

These 43 schools, under the management or the inspection of the Ministry of Education all proceed on the lines of the following scheme of work -

S u b j e c t s	Number of Lessons a Week					
	1st Year	2nd Year	3rd Year		4th Year	
			Lit. Side	Sc. Side	Lit. Side	Sc. Side
Arabic Language	8	8	8	8	8	8
English or French (Principal European Language)	9	9	9	9	9	9
English or French (Supplementary European Language)	-	-	6	-	6	-
Translation	2	2	1	1	1	1
History and Geography	4	4	5	-	6	-
Mathematics (Arithmetic, Geometry Algebra, Trigonometry)	8	8	3	8	3	8
Science (Physics, Chemistry, Mechanics)	2	2	2	6	1	6
Drawing	1	1	-	2	-	2
Total number of lessons a week	34	34	34	34	34	34

The Secondary Certificate Examination was started in 1887, and the number of successful candidates up to 1921 was 8869. In 1909 the four years' course of study was divided into two parts, with a public examination at the end of each. Part I. at the end of the second year and Part II. at the end of the fourth. The number of candidates successful at the Part I. examination since the start is 12213, but it should be noted that this examination is merely a step towards the final one (Part II.), which is the sole passport to the Higher Colleges. The proportion of Part I. candidates that fail to proceed to Part II. represents those students who seek to enter the lower ranks of Government service. Up to 1906 the studies in Secondary Schools were the same for all students, but in that year bifurcation into Literary and Scientific Sections was introduced, in order that students might specialise in accordance with their future career. Students intending to enter the School of Law or the Higher Training College spent their 3rd and 4th Years in the Literary Section whilst those looking forward to becoming doctors or engineers followed the course of the Scientific Section.

As regards the payment of school fees it is of interest to note that whereas in 1889 there were 39% free in 1921 there were only 4% and students are admitted free under a bursary system intended to benefit those whose families are too poor to pay the fees (See Appendix IV.).

Each Government Secondary School has both boarders and day-students and since 1895 the proportion of boarders has risen from 13% to 29%, whilst that of day-boarders has fallen from 87% to 71%. (See Appendix V.).

(2) Girls' Secondary Schools.

Although female education has for some years been making rapid strides, no great demand for secondary education for girls has yet manifested itself, as the upper class families favour to a large extent the convent schools.

The Ministry of Education, however, in view of the extension of Girls' Primary Schools, and the further training of girls, some of whom may ultimately adopt the profession of medicine or enter the higher ranks of teaching, opened in 1920 a Girls' Secondary School in Cairo. At the end of 1921 it had 44 pupils whilst in its Preparatory Section (the Primary School) there were 80 pupils.

The scheme of work in the Secondary School is as follows :-

Subject	Number of Lessons per Week			
	1st Year	2nd Year	3rd Year	4th Year
Arabic Language	6	6	Not yet prescribed	
English "	5	5		
French "	5	5		
Mathematics	4	4		
Elementary Science	2	2		
History and Geography	4	4		
Domestic Science, Drawing and Applied Art	6	6		
Physical Exercises	2	2		
TOTAL :	34	34		

N.B. - (1) At the beginning of each school-day a period of 20 minutes will be devoted to instruction in Religion and the Quran and to Moral Instruction.

(2) Music is an optional subject for which extra fees will be charged, and which will be studied in accordance with a special time-table.

(3) All subjects will be taught in Arabic with the exception of foreign languages and Elementary Science.

Adequate instruction in the Arabic Language, which the convent schools fail to provide, is one of the essential aims of the High School for girls.

IV. HIGHER EDUCATION

IV. HIGHER EDUCATION.(1) School of Medicine.

This is the oldest of the Higher Schools, its foundation dating back to 1827. In 1883, after the School had suffered many vicissitudes, its condition was hopelessly unsatisfactory (see Dr. Sandwith's description in the "Final Report of the University Commission").

In 1887, when modern reforms began and the laboratories were chiefly built, the Secondary Education Certificate was made a condition of admission; new subjects, such as Bacteriology, were introduced for the first time; and an out-patient department, which rapidly became crowded, was added to the Hospital.

For many years the number of students at the School was small; in 1897 there were only 12 in the 1st Year, and in the remaining five years of the course only 15 altogether, i.e., a total of 27, the reason being that at the time few students were willing to undertake a 6 years' course, imposed on a 5 years' Secondary course, when they could secure other Government employment in a much shorter time. When the question of medical education was seriously taken up by the Government in 1898, Sir Cooper Perry, Superintendent of Guy's Hospital, having been invited to come out and report on the situation, the course was reduced to four years. Since that date progress has been continuous and rapid. In 1896 the Government spent L.E.27000 in repairs to the Hospital and, in 1920, in view of the need for increased accommodation, it was decided to rebuild the Hospital and School on another site. The plans for the new premises are at present being studied. Meanwhile great improvements have recently been effected in the existing premises: a Biological Laboratory, a new Chemical Laboratory, a Students' Club etc., have been built at a cost of L.E.35000.

In 1902 the Royal Colleges of Physicians and Surgeons consented to send a Visitor yearly to report on the standard of the examinations, and to grant graduates the privilege of proceeding direct to their degree examinations in London. Students began to take the higher English degrees, and several are sent abroad each year for this purpose or for special study.

During recent years Egyptians have been appointed on the full clinical staff, in a number equal to that of their English colleagues, and they have been made members of both School and Hospital Councils. These bodies have framed a new five years' curriculum, on wider lines; the salary and status of the teaching staff have been revised; paid demonstrators and laboratory attendants have been added in every department; practical teaching in Biology has been instituted for the first time; and by modifications and extensions to the premises the accommodation for 1st Year students has been raised from 50 to 100. With the new five years' course (actually 5 1/4 years) provision is being made for an entry of 100 students each year, so that in 1925 the total number of students of medicine will be 500, as against a total of 200 under the old four years' course.

The new premises about to be erected will comprise a hospital with 1250 beds, a Medical School to take 150 students yearly, a Dental School, and greatly enlarged Schools of Pharmacy and Nursing.

The following statistics are of importance :-

Period	No. of Graduates	Remarks
1873-1882	140	No figures are obtainable in the Archives for the session of 1882-3.
1882-1922	817	
TOTAL	957	

In the session of 1921-22 there are 328 students and the popularity of the School is shown by the fact that the 87 applicants for admission to the 1st Year class in September, 1921, were all included in the first 100 of the successful candidates on the pass-list of the Secondary Education Certificate Examination, Part II. Scientific Side.

The subjects of study are as follows :-

- 1st Year Chemistry, Physics and Biology.
 2nd " Anatomy and Physiology.
 3rd " Pathology, Pharmacology and various subjects preparatory to work in the Hospital Wards. During this year the students also attend to out-patients.
 4th & 5th Years Medicine, Surgery, Pathology, Ophthalmology, Obstetrics, and Forensic and Preventive Medicine.

The full period of study is 5 1/4 years, and after the 3rd Year, until the end of the full course, students hold Ward appointments in the Hospital in addition to carrying out their study of subjects.

In recent years the popularity of the School of Medicine has been so great, and the developments have been so numerous, that the staff has had to be greatly increased. Whereas, in 1900, the whole of the teaching staff numbered 19, and in 1919 it was 23 (there being no demonstrators up to that date), in 1922 there are over 50 on the teaching staff and, in addition, 13 demonstrators.

(2) School of Law.

The School of Law was founded in 1868.

In 1886 it was reorganised and divided into two sections : Elementary and Superior, the course of the Elementary Section being for two years, and that of the Superior Section for three years. In 1892 the Elementary Section was abolished, and in the same year a beginning was made with the Library.

From 1868 to 1899 instruction in all branches of the law, with the exception of Mohammedan Law, was given in French. In 1889 an English Section was created for candidates who had studied English in the Secondary Schools, on condition that they studied the French Language during three years of the Law Course. English text-books, specially adapted for Egyptian students, have been prepared by English lecturers on Law in Jurisprudence, Civil Law, Roman Law and Penal Law.

(3) School of Engineering.

Started at Bulaq in 1834 the School of Engineering had 211 students, and from 1838 to 1844 the teaching staff numbered 14. In the period 1849-1854 the average number of students was 135. In 1854 the school was closed, though there were 116 students at a School of Engineering situated at the Barrage. In 1866 the School was re-established by the Khedive Ismail, temporarily at 'Abbasiya, and then in the Darb el Gamamiz, its object being to train engineers for irrigation, building and the Army.

From 1879 onwards fees were required from students, whereas previously they had been taught, lodged, and boarded free and were also paid a wage for attendance. During this period the number of students was small: in 1875 there were 33 students with 13 teachers for engineering, and 20 students with 6 teachers for surveying and accountancy, this latter category of students being intended to become clerks and surveyors, and supervisors for engineering works and buildings. Between 1887 and 1901 the number of graduates in any year never exceeded ten, while in the succeeding years, up to 1914, the average number of graduates was only twelve.

The present premises at Giza were erected in 1905 to accommodate 80 students, but in 1921 the number rose to 524 with a staff of 40 lecturers and demonstrators.

Selected graduates of the School have been sent to England to continue their studies at Government expense. Ten of these have obtained high degrees in British Universities and have joined the staff, one being the present Principal, the others as assistants; four others are still in England. Fifteen of the lecturers are British.

The curriculum was revised in 1916 so as to include courses in Mechanical, Electrical, and Municipal Engineering, in addition to the two courses in Irrigation and Architecture comprised in the original scheme of the School. The course extends over four years; in the first two years all students follow the same course, and in the final two years they specialise in one of the five branches. During the summer vacation students of the 2nd and 3rd Years spend at least two months each year in practical training under the supervision of engineers in the Public Works Ministry, or of other Government officials, or in some private enterprise.

The gradual growth of the School is shown in the following table :-

Year	No. of students	No. of graduates
1875	56	(not known)
1904	23	6
1909	108	28
1915	198	32
1917	239	27
1918	267	39
1919	310)	62
1920	487 (	
1921	524	54

The teaching staff has grown from 19 in 1875 to 40 at the present time, and the total number of graduates for the period 1887-1921 is 513.

Previous.

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The gradual growth of the School is shown in the following table :-

Year	No. of students	No. of graduates
1875	56	(not known)
1904	23	8
1906	106	28
1916	198	32
1917	239	27
1918	267	39
1919	310)	62
1920	487 (	
1921	524	54

The teaching staff has grown from 19 in 1875 to 40 at the present time, and the total number of graduates for the period 1887-1921 is 513.

Previous.

Previous to 1887 no exact statistics are obtainable. The recent large increase in the number of students followed a decision of the Council of Ministers to increase the number of students annually admitted to 240, in view of the large requirements of the Ministry of Public Works, which asked for an average annual output of 100 engineers for the next ten years.

(4) Higher Training College.

This institution, which exists for the training of effendis to become teachers in Primary and Secondary Schools, has existed under various names since 1880, when it was created under the name of "Ecole Normale Centrale". Instruction was in French, and there was a Primary Section which served as a Practising School. In 1886 it was divided into three sections: Primary, with a four years' course; Secondary with a four years' course; and Training College with a three years' course. In 1888, when the three sections were removed to Qasr el Nuzha in Shubra, it was styled the "Ecole Normale Tewfikieh" and from 1891 to 1900 the period of training was two years. There were no fees, and a number of students received scholarships of L.E.2 a month. In 1889 an English-speaking Training College was opened in connection with the Khedivial Secondary School and was known as the Khedivial Training College. In 1899 the two colleges were united at Shubra, and in 1900 the French Section was abolished because there were no applicants for admission. The English Section continued until 1904, when it closed for the same reason.

In 1906 it was revived in the ex-premises of the Khedivial Library, with a two years' course which was increased to three years with Literary and Scientific Sections in 1908. Instruction was free, and there were scholarships of varying amount up to L.E.4 a month.

In 1915 the name was changed to Sultania, and the numbers increased until in 1917-1918 the high-water mark of 273 was reached. Scholarships were abolished, and a fee of L.E.15 a year imposed. In 1918-19 the fees were increased to L.E.20, and the course lengthened to four years, at which it now stands, the name being changed once again in 1922, in keeping with the change in political status of the country. The college is now known as the Higher Training College.

The lengthening of the course, the suppression of scholarships, and the increase in the fees combined after 1918 to reduce the number of entrants, and to save the situation scholarships and free places were revived in 1920.

The attendance at the Higher Training College during the period 1889-1922 is shown in the following table, in which are also shown particulars regarding free education and scholarships :-

Year	Ecole Normale Tewfikieh				Khedivial (or Sultania Training College)				
					Higher Section				Lower Section
	Pay- ing	Free	Receiving a scholar- ship	TOTAL	Pay- ing	Free	Receiving a scholar- ship	TOTAL	Free
1889	1	2	13	16	26	15	2	43	-
1890	-	3	20	23	2	2	25	29	-
1891	-	1	11	12	-	7	11	18	-
1892	-	-	10	10	-	-	7	7	-
1893	-	-	11	11	-	-	10	10	-
1894	-	4	13	17	-	-	10	10	-
1895	-	-	15	15	-	-	8	8	-
1896	-	-	11	11	-	-	9	9	-
1897	-	-	15	15	-	-	8	8	-
1898	-	-	14	14	-	1	11	12	-
1899	-	-	16	16	-	-	-	-	-
1900	-	-	10	10	-	-	-	-	-
1901	-	-	9	9	-	-	-	-	-
1902	-	-	9	9	-	-	-	-	-
1903	-	-	5	5	-	-	-	-	-
1904)									
1905 (									
1906	-	-	-	-	-	-	32	32	-
1907	-	-	-	-	-	-	38	38	73
1908	-	-	-	-	-	-	46	46	120
1909	-	-	-	-	-	3	66	69	167
1910	-	-	-	-	-	7	85	92	162
1911	-	-	-	-	-	5	135	140	106
1912	-	-	-	-	-	18	170	188	73
1913	-	-	-	-	-	26	209	235	-
1914	-	-	-	-	21	211	-	232	-
1915	-	-	-	-	144	97	-	241	-
1916	-	-	-	-	222	35	-	257	-
1917	-	-	-	-	263	10	-	273	-
1918	-	-	-	-	218	6	-	224	-
1919	-	-	-	-	139	4	-	143	-
1920	-	-	-	-	110	30	5	145	-
1921	-	-	-	-	-	100	15	115	-
1922	-	-	-	-	-	98	15	113	-

It thus appears that all students are now free, some are also receiving scholarships, and that the total number has steadily decreased since 1917. It is believed, however, that 1922 represents the low-water mark.

The

The subjects of instruction and the number of lessons per week in each of these subjects are as follows :-

Subjects	Number of Lessons per Week							
	1st Year		2nd Year		3rd Year		4th Year	
	Lit. Side	Sc. Side	Lit. Side	Sc. Side	Lit. Side	Sc. Side	Lit. Side	Sc. Side
1. Arabic Language and Literature	4	-	4	-	3	-	3	-
2. English Language and Literature	9	4	8	4	5	3	5	3
3. French Language and Literature	4	-	4	-	3	-	3	-
4. Mathematics, Pure and Applied	-	10	-	9	-	6	-	6
5. Physics, Chemistry and Natural History	-	10	-	10	-	6	-	4
6. History, Political Economy, and Political Science ...	6	-	6	-	3	-	2	-
7. Geography and Physiography..	3	-	3	-	3	-	2	-
8. Theory and Practice of Teaching	-	-	-	-	8	8	10	10
9. Logic	-	-	1	1	1	1	1	1
10. Drawing	-	2	-	2	-	2	-	2
TOTAL :	26	26	26	26	26	26	26	26

In addition the 3rd and 4th Year students practise teaching during fixed periods.

The total number of graduates of the Higher Training College since 1891 is 806, distributed as follows :-

Period	Section			
	English	French	Higher	Lower
1891 - 1908	47	28	-	-
1909 - 1914	-	-	143	209
1915 - 1921 :				
Literary Side ...	-	-	199	-
Scientific Side ..	-	-	180	-
TOTAL :	47	28	522	209
	597			

(5) Day el 'Ulum.

This College was founded in 1872 for the training of sheikh teachers for the instruction of Arabic and Religious subjects. In 1900 it was removed to excellent new premises in El Munira quarter where it has remained except during the War when the premises were for a time used as a Military Hospital.

In 1920 reorganisation was effected by which a Preparatory Section was formed providing a four years' course leading to the Secondary Education Certificate Parts I. and II. in all subjects except foreign languages, in lieu of which Natural History and Political Science are studied, whilst more time is given to the Arabic Language and Religious Subjects. There is in addition, a voluntary course in English for the best students, who alone are capable of profiting therefrom. English lessons are given outside the hours of the time-table.

The curriculum of the Higher Section, which alone counts as a Higher School, is at present only provisional, for it depends ultimately upon the attainments of the newly-created Preparatory Section at the end of its 4th Year and will therefore be prepared for the session of 1924-5. The temporary scheme of work for students completing the old five years' course is as follows -

S u b j e c t s	Number of Lesson per Week				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Arabic Language and Literature	8	8	8	8	8
Commentaries on the Qoran, Traditions of the Prophet, Foundations of Belief, Jurisprudence, and Theology	3	3	3	3	3
Mathematics	6	6	6	6	6
Physics and Chemistry	3	3	3	2	2
Geography and History	6	6	6	6	6
Pedagogy, Logic, Ethics and Hygiene ..	4	4	4	6	6
Penmanship and Drawing	4	4	4	4	4
TOTAL :	34	34	34	34	34

Physical Training is carried on outside time-table hours, and there is also the voluntary study of English for selected students.

All education is free in both Sections of the College; and books, materials, and a midday meal are likewise provided free.

The

The total number of graduates since the start is 918 distributed as follows -

1873 - 1881	...	...	...	48
1882 - 1891	...	...	...	76
1892 - 1901	...	...	...	107
1902 - 1911	...	...	...	222
1912 - 1921	...	...	...	465

TOTAL : 918

It is to be noted that during the last three decades the number of graduates in one decade is practically double of that in its predecessor.

At the present time the Higher Section has eleven classes with 252 students, and the Preparatory Section (in reality a Secondary School) four classes with 107 students. The total number of students in the College is thus 359, and to meet the growing demands for extension adjacent land has been purchased by the Government, and additional accommodation is to be provided in the summer of 1923.

The number of students under instruction from 1889 to 1922 is shown in the following table :-

Y e a r	Number of Students		
	Free	Receiving a Scholarship	TOTAL
1889	7	50	57
1890	9	67	76
1891	13	60	73
1892	14	60	74
1893	13	60	73
1894	13	97	110
1895	9	59	68
1896	-	55	55
1897	-	49	49
1898	-	48	48
1899	-	50	50
1900	-	60	60
1901	-	77	77
1902	-	97	97
1903	-	115	115
1904	-	161	161
1905	-	210	210
1906	-	254	254
1907	-	261	261
1908	-	303	303
1909	5	270	275
1910	25	240	265
1911	30	245	281
1912	29	285	314
1913	20	331	351
1914	331	-	331
1915	310	-	310
1916	306	-	306
1917	294	-	294
1918	261	-	261
1919	305	-	305
1920	341	-	341
1921	357	-	357
1922	357	-	357

Until the outbreak of the War in 1914 all students received a scholarship amounting to E.E. 2 a month generally. The figures for the last three years include students of both the Higher and the Preparatory Sections. Since 1921 there have been in addition to the 357 Egyptian students 2 Indian students whose education is being paid for by the Hyderabad Government.

(6) Higher School of Agriculture.

The first School of Agriculture was opened at Abbasiya in 1836, but closed in 1839 owing to lack of students. From 1868 to 1875 it had another period of life but it was not until 1890 that a stabilised organisation was secured at Giza. By 1902 new blocks of buildings had been completed and 300 acres of land were in use for practical work.

In 1907 the management of the school was transferred from the the headquarters of the Ministry of Education to the newly-created Department of Technical and Agricultural Education. The school then ranked as a "Special School", only one of the 65 then students possessing the Secondary Education Certificate. Improvements in buildings and equipment, in the qualifications of the teaching staff, in the standard of admission, and in the curriculum, were gradually made and in 1912, when the S.E.C. became compulsory as a condition of admission, the school officially ranked as a Higher College, with a four years' course.

Among the notable achievements of the School since its re-organisation the following may be mentioned :-

- (a) The erection of new farm buildings in 1910.
- (b) The adoption of Arabic as the medium of instruction in 1910.
- (c) The equipment of a new Laboratory for Entomology in 1913.
- (d) The production, in 1910, of the first modern treatise on Egyptian Agriculture, due to the collaboration of the staff with the Secretary-General of the Khedivial Agricultural Society.
- (e) The production of standard text-books in Arabic of Inorganic Chemistry, Organic Chemistry, Agricultural Chemistry, Botany, Mendelism, and Insect Pests.

The following particulars relating to the students are of interest :-

Y e a r	Number on the Registers	Nationality		Certificate held on Admission			
		Egyptians	Non-Egyptians	S.E.C. Part II.	S.E.C. Part I.	Primary Education Certificate	None
1906	65	38	27	1	-	27	38
1907	147	125	22	3	-	87	34
1910	196	174	22	2	-	172	16
1913	184	184	-	83	18	76	7
1918	120	120	-	120	-	-	-
1919	104	104	-	104	-	-	-
1920	93	93	-	93	-	-	-
1921	79	79	1	79	-	-	-
1922	67	67	-	67	-	-	-

The decrease in numbers since 1913 is due partly to the S.E.C. Part II being required for admission, and partly to the fact that since 1920 the School of Engineering has increased enormously the number of students it admits with the result that fewer students have sought to enter the School of Agriculture.

The total number of graduates from 1893 to 1921 is 454, of whom 150 have the Higher Diploma, 1 has a Special Diploma, and 303 are graduates under the old conditions.

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Upon the formation of the Ministry of Agriculture in 1914, the School was transferred from the Department of Technical and Agricultural Education to that Ministry.

(7) Higher School of Accountancy and Commerce.

The School was started in 1911 with a three years' course, which is about to be increased to four years in order to bring it into line with the other Higher Schools. The scheme of work is as follows :-

S u b j e c t s	Number of Lessons per Week			
	1st Year	2nd Year	3rd Year	
			Obligatory	Optional ¹
1. Commercial Mathematics	3	3	-	-
2. Book-keeping	4	4	2	5
3. English Language	4	4	4	-
4. French Language	5	5	5	-
5. Other European Language	-	-	-	5
6. Commercial and Economical Geography	2	2	1	-
7. History and Organisation of Commerce, Agriculture and Industries	2	2	1	-
8. Civil Law, Constitutional Law, and Private International Law	2	-	-	-
9. Commercial and Industrial Legislation ..	-	2	1	-
10. Political Economy	2	1	1	-
11. Shorthand	2	2	-)	5
12. Typewriting	2	2	-)	
13. Commercial Bureau :				
(1) In Arabic	2	2	2)	
(2) In English	2	2	3)	5
(3) In French	2	2	3)	
14. Study of Merchandise	-	1	1	-
15. Chemical Analysis of Commercial Products	-	-	-	5
TOTAL	34	34	24	10
			34	

The language of instruction is Arabic, but French and English are obligatory subjects, whilst Italian is optional in the 3rd Year.

The average number of students during the past four years is 70, and the total number of graduates since the start is 136. The standard of examination has steadily risen, and the success of many of the graduates has already demonstrated the value of the School in supplying a need both inside and outside the Government service.

¹ Two subjects only to be selected.

It is true that, owing to the coincidence of the War with the first output of graduates, the majority have taken posts in the Civil Service, but it is hoped that ere long graduates will find their proper place in the commerce of the country.

(8) School of Veterinary Medicine.

First opened in 1831, then closed a few months later. From 1837 to 1851 it had another lease of life, and again from 1867 to 1879 during which period it was associated with the School of Agriculture.

In 1901 the present School of Veterinary Medicine was instituted; the standard of admission was the Primary Education Certificate and the course was for three years. In 1905 the course was lengthened to four years.

In 1914, the Secondary Education Certificate, Part II., became the standard of admission but the School was not recognised as a Higher College until 1920.

Fees of L.E.15 a year are paid by all students, and the course of study covers four years. The subjects of study are as follows :-

- 1st Year ... Histology, Osteology, Chemistry, Hospital Practice, Biology and English Language.
- 2nd Year ... Anatomy, Physiology and Histology.
- 3rd Year ... Pharmacology, Pathology, Bacteriology, Hygiene, Veterinary Surgery, Veterinary Medicine and Inspection of Meats.
- 4th Year ... Veterinary Surgery, Obstetrics, Veterinary Medicine (including Veterinary Legal Medicine), Parasitology, Practice in Treatment, Inspection of Meats.

Since 1914, when admission to the School was made dependent upon the possession of the Secondary Education Certificate, Part II., the statistics relating to the number of students and of graduates each year are as follows :-

Year	No. of Students	No. of Graduates
1914	62	3
1915	61	11
1916	51	11
1917	36	16
1918	41	2
1919	35	4
1920	24	4
1921	23	4
1922	31	7

The total number of graduates during the period 1914-1922 is thus 67

(9) School of Pharmacy

(9) School of Pharmacy.

This school is attached to the School of Medicine, and was re-organised in 1908. The course of study extends over three years and the curriculum comprises Chemistry, Physics, Materia Medica, Botany, English Pharmacognosy, Dispensing and Pharmaceutics. During the 3rd Year students act as assistants for six months in the shop of a recognised pharmaceutical chemist, after which they are given a three months' course in Pharmaceutics at the School of Medicine.

There are at present 49 students in the School, and from 1921 onwards the increased accommodation at the School of Medicine permits of admission each year of 24 students instead of 10 as was formerly the case.

The total number of graduates is 168, of whom 55 during the period 1873-1882 and 113 during the period 1883-1921.

The great decrease in the number of free students in the Higher Colleges is shown in the table appearing in Appendix VI.

V. SPECIAL SCHOOLS.

In addition to the Higher College, admission to which is restricted wholly to holders of the Secondary Education Certificate, Part II., are a number of institutions of a special character, admission to which depends upon the possession of certificates which may or may not be of the standard of the Secondary Education Certificate, Part II. There are eight of these institutions, four belonging to the Ministry of Education and one to each of the Ministries of Justice, Agriculture, War and the Interior.

(a) Special Schools of the Ministry of Education.(1) Intermediate School of Accountancy and Commerce.

This School was started in 1911 in premises which it shared with the Higher School but, since 1913, the two schools have been separated. The standard of admission was at first the Primary Education Certificate but, with the abolition of this certificate in 1915, an Entrance Examination of equal difficulty was substituted for it. The course of study covers three years and is designed to prepare the non-commissioned ranks of commercial workers, whilst the object of the Higher School is rather to train the commissioned ranks.

The scheme of work is as follows :-

S u b j e c t s	Number of Lessons per Week		
	1st Year	2nd Year	3rd Year
1. Moral Instruction	1	1	-
2. Commercial Arithmetic and Algebra	1	2	3
3. Book-keeping and Accountancy	3	3	3
4. Arabic Language	3	3	3
5. English Language	3	3	4
6. French Language	6	6	6
7. Translation	1	1	1
8. Commercial Geography and Elementary Commercial Economy	3	3	2
9. Shorthand	2	2	3
10. Typewriting	2	2	
11. Commercial Bureau :-			
(a) In Arabic	2)4	2)	3)
(b) In English	2)	2)6	3)6
(c) In French	-	2)	3)
TOTAL :	34	34	34

Fees of L.E.12 a year are charged.

The total number of students has for some years past approximated 300, and for the session of 1922-23 has actually been 288.

The number of graduates since the start is 361.

(2) Bulag Technical School.

This School was started in 1839. In 1902 it was re-organised, and again in 1910, the declared object of the School being to provide theoretical and practical training of an intermediate grade in the following branches :-

- (a) The building trades and municipal engineering (Tanzim Service).
- (b) Mechanical and electrical engineering.
- (c) Industrial arts and crafts.

Admission to the School since 1915 when the Primary Education Certificate was abolished, depends upon success in a special Entrance Examination.

The course extends over a period of five years, and the School admits both boarders and day-boarders, the fee for the former being L.E.16 annually and for the latter L.E.8.

The 5th Year is devoted to practical training, and no fees are payable after the 4th Year when the Diploma Examination takes place. A certain number of free scholarships exists for both boarders and day-students. The diploma is not awarded except where a student successful at the 4th Year Examination, has worked satisfactorily for one year in some establishment where he can obtain practical experience in the type of work corresponding to the course followed by him at the School.

The total number of students at present is 313, and that of graduates for the period 1889-1921 is 861.

(3) Sania Training College.

This College was opened in 1900 for the training of women-teachers for Girls' Primary Schools. As a development, the graduates have been further utilised for Women's Elementary Training Colleges as Heads and Teachers, and for Girls' Higher Elementary Schools as Heads.

The standard of admission was for a time that of the Primary Education Certificate for girls, but this examination having been abolished in 1914, admission now depends upon a special Entrance Examination based upon the 8th Year work of Girls' Primary Schools.

All students are free boarders and the courses of study which at first covered three years was in 1915 extended to four years.

The

The subjects of instruction and the number of lessons a week given to each of these subjects are shown in the following table :-

S u b j e c t s	Number of Lessons per Week					
	1st Year	2nd Year	3rd Year		4th Year	
			General Education Section	Domestic Economy Section	General Education Section	Domestic Economy Section
1. Religion ■	2	2	1	1	1	1
2. Arabic Language ■	8	8	6	3	6	3
3. English Language	8	8	6	3	6	3
4. Translation	2	2	1	-	1	-
5. Arithmetic and Household Accounts	4	4	3	2	3	2
6. Geography	2	2	2	-	2	-
7. History	2	2	2	-	2	-
8. Drawing	2	2	2	1	2	1
9. Hygiene	2	2	1	1	1	1
10. Domestic Economy :						
(A) a) Needlework)						
b) Cookery ... (....	6	6	3	15	3	15
c) Laundrywork)						
d) Housewifery)						
(B) Elementary Science of the Home	1	1	-	2	-	2
11. Theory and Practice of Teaching	-	-	7	7	7	7
TOTAL :	39	39	34 ⁽¹⁾	35 ⁽²⁾	34 ⁽¹⁾	35 ⁽²⁾

■ These subjects shall be taught through the medium of the Arabic Language. Until the Council of Ministers decides otherwise, the remaining subjects shall be taught through the medium of the English Language, except Translation which requires the use of both languages.

(1) Five lessons in addition shall be devoted to private study under supervision.

(2) Four lessons in addition shall be devoted to private study under supervision.

The Domestic Science Section has regrettably proved unattractive to entrants, and at present only the General Education Section is represented teachers in Domestic Science being now obtained in adequate numbers from the Domestic Section of the 2nd Year Supplementary Course at the Bulaq Elementary Training College for Women-teachers.

The success of the College is now assured, although for many years it remained doubtful whether Egyptian girls could be induced in sufficient numbers to take up the profession of teaching. The progress of the College, so far as numbers go, is shown in the following table :-

Y e a r	Number of students			
	Paying	Free	Receiving & Bursary	TOTAL
1901	-	-	4	4
1902	-	-	6	6
1903	-	-	13	13
1904	-	-	14	14
1905	-	-	15	15
1906	-	-	18	18
1907	-	-	15	15
1908	-	-	15	15
1909	-	-	16	16
1910	4	3	13	20
1911	5	3	12	20
1912	5	5	18	28
1913	6	5	25	36
1914	1	8	32	41
1915	-	48	-	48
1916	-	54	-	54
1917	-	77	-	77
1918	-	91	-	91
1919	-	90	-	90
1920	-	82	-	82
1921	-	105	-	105
1922	-	106	-	106

It thus appears that, since 1911, there has been a steady increase in the number of students, and this in spite of the fact that in 1915 bursaries were suppressed.

The total number of graduates of the College since the start is 90, of whom 82 are from the General Education Section and 8 from the Domestic Science Section.

In addition to these 90 graduates 19 students of the College have been sent to England before completing the Sania Training College course, and have obtained high certificates and diplomas in England. The total number of Sania trained teachers is therefore 107.

(4) School of Nurses and Midwives.

This School which is attached to the School of Medicine was started in 1838. Until recent years it recruited students mostly from Girls' Elementary Schools but, since the creation of Girls' Higher Elementary Schools in 1916, a more advanced type of candidate is being obtained. The number of applicants for 19 vacancies during each of the past years has been about 120, a fact which shows that the School is popular.

For Nurses the course extends over three years, and for Midwives four years, students in Midwifery being selected from the best students who have completed the three years' course for Nurses. The subjects of the curriculum are Arabic, English, Arithmetic, Physics, Chemistry, Elementary Anatomy, Physiology, Pelvic Anatomy, Elementary Embryology, Practical Nursing, Pharmacy and Sanitation. During the 4th Year, candidates for the Diploma of Midwife attend lectures on Midwifery, Gynaecology, and Forensic Medicine.

The number of students at present under training is 49, and the total number of graduates since 1873 is 217, of whom 24 took the diploma in the period 1873-1882, and 193 in the period 1882-1921.

(B) Special School of the Ministry of Justice.

(5) School of Cadi.

This School was started by the Ministry of Education in 1907. The Decree sanctioning its creation stated that the object of the School was to equip students selected from El Azhar for posts of cadi, inspector, lawyer and clerk in the Mohammedan Courts. The School being a part of El Azhar was to be placed under the control of the Sheikh of El Azhar, and its students were to enjoy the same privileges as El Azhar students.

The School was further to have premises of its own, and to be under the direction of a Principal appointed by the Minister of Education.

The premises, in part newly erected, were completed in 1908 at a cost of L.E.10,000. In 1911, the jurisdiction of the Ministry of Education was replaced by that of the Higher Council of El Azhar and, in 1916, was transferred to the Ministry of Justice, in which it still lies.

The School comprises a Higher and a Lower Section. The Higher Section course extends over five years, and the Lower Section course over four years.

The subjects of study in the Lower Section are Tafsir (Exegesis of the Quran), Hadith (Traditions of the Prophet), Fiqh (Jurisprudence), Tauhid (Theology), Ethics, Code of Organisation of Mohammedan Law, Mathematics, Geography, History, Calligraphy and Drawing. In the Higher Section the subjects are the same as those of the Lower Section, except that they are dealt with more fully, and in addition there are lectures and practical training in Judicial Procedure, Code of Organisation of the Native Courts, Waqf Organisation and Maglis Hasbi (Personal Status) Organisation.

The total number of students at present is 239, of whom 141 in the Lower Section, and 98 in the Higher Section.

The total number of graduates since the start is 644. Of this number 489 are from the Lower Section and 155 from the Higher Section.

(c) Special School of the Ministry of Agriculture.

(6) Intermediate School of Agriculture, Mushtuhor.

This School was started, in 1911, by the Technical Department of the Ministry of Education on the model of the French "Ecoles Pratiques d'Agriculture", the object of which is to equip students for posts of overseers on estates, not as scientific agriculturists. In 1914, when the Ministry of Agriculture was created, the management of the School was transferred thereto.

The students are all boarders, and a diploma is granted on the completion of a three years' course. The fees payable are L.E.25 a year.

The number of students at present in the School is 94, and the total number of graduates since the start is 183.

(d) Special School of the Ministry of War.

(7) Cairo Military School, Egyptian Army.

In 1885, when the Egyptian Army was reorganised, reorganisation of the Military School was likewise effected. It had at that time 18 cadets but, during the Sudan Campaign of 1898-99, the number rose to 250. The normal establishment is now 100.

New premises were built at Abbasiya, in 1909, at a cost of L.E.14,000. The annual budget expenditure is L.E.12,100 but, when the amount received from fees (L.E.800) is deducted, the net cost is L.E.11,300.

The course is nominally 2½ years; owing to post-War surplus of officers, however, most cadets now spend 4 years at the School. The fees are L.E.16 a year, but "Sirdar's Cadets" (sons of deceased officers whose families are in straitened circumstances) are admitted free and, on promotion to non-commissioned rank, cadets are exempted from fees. At present there are 27 cadets free on an establishment of 102.

Candidates for admission must possess the Secondary Education Certificate, Part I. or Part II., and the tests for physical fitness are very severe; candidates must be fit for service in Egypt and the Sudan, must have full normal vision in both eyes, and their height must not be less than 164 cms.

The subjects of study are Military Topography, Military Engineering, Military Law and Administration, Drill and Musketry &c., Tactics, Sanitation, Hygiene and First Aid, Mathematics (inclusive of Mechanics and Trigonometry) English History and Geography. In addition Signalling, Gunnery, Riding, Gymnastics, Games and Athletics receive full attention.

From September, 1885, to June, 1922, the total number of cadets admitted to the School is 1677, and of these 1312 have been gasetted to the Egyptian Army as second lieutenants.

(a) Special School of the Ministry of the Interior.

(8) The Police School.

This School was created in 1896 for the training of Police Officers. It started work in the premises at present occupied by the Police Stores at Bulaq but, in 1906, was accommodated in new premises at Abbasiya, erected at a cost of over L.E.52,000, in addition to the site the cost of which was L.E.40,000.

The Secondary Education Certificate, Part II., is the standard of admission to the School, except that when a sufficient number of such candidates cannot be obtained, Part I. may be substituted.

The course of study covers two years, and the fees payable are L.E.30 a year.

The subjects of study are : Arabic Language, one foreign language, Mohammedan Law, Penal Law, Codes of Criminal Instruction, Police Code, Regulations and Laws relating to the recovery of taxes, Administrative Law, the Drafting of Procès-verbaux, Hygiene and First Aid, and Religious Instruction.

The number of students at present is 100, and the total number of cadets that have obtained commissions in the Police, from the start in 1896 to June 1921, is 696.

The present budget is approximately L.E.24,000; in 1921-22 it was L.E.28,000.

VI. INDUSTRIAL AND COMMERCIAL SCHOOLS.

The Technical Department of the Ministry of Education not only maintains the Higher and Special Schools already enumerated but maintains in addition and, in certain other cases, gives grants-in-aid to, a large number of schools of a technical character, in which the learners are in reality apprentices.

(a) Maintained Schools.

(1) School of Egyptian Arts and Crafts, Cairo.

This School was created in 1909 as a Section of the Bulaq Technical School. In 1919, it was transferred as an independent establishment to premises situated in the heart of the Muski district, where Egyptian artisans are being enabled to benefit from the methods practised by the School.

There

There are four sections in the School :-

- (1) Apprentices.
- (2) Craftsmen and ex-apprentices of Trades Schools.
- (3) Designers.
- (4) Evening Classes.

The total number of students in these sections is at present 148, and that of graduates (in the Designers' Section only) 71.

(2) Mansura Trades School.

Established in 1889, reorganised in 1909. Present number of apprentices 168. Total number of certificates awarded since 1908 : 243.

(3) and (4) Model Workshops.

P l a c e	Date of start	Number of apprentices 1921-22	No. awarded Certificate since the start
3. Bulaq	1902	304	728
4. Asyut	1906	178	448
TOTAL :		482	1176

(5) Domestic Economy School, Kubba.

Established in 1910. Present number of girls . 70. Total number of certificates awarded since the start : 212.

(6) Industrial Farm School, Khanka.

Established in 1920. Present number of boys : 54.

(7) Evening Schools of Commerce.

There are in all 10 such schools, the particulars relating to which are as follows :-

S c h o o l	Date of start	Number in attendance 1921-1922	Number of Certificates obtained since the start
1. Cairo	1910	660	820
2. Alexandria	1911	130	123
3. Zagazig	1914	57	-
4. Mansura	1914	34	37
5. Damanhur	1920	50	-
6. Asyut	1920	66	-
7. Beni-Suef	1920	17	-
8. Tanta	1921	56	-
9. Benha	1921	54	-
10. Minya	1921	51	-
TOTAL		1175	980

(b) Inspected Schools.

(b) Inspected Schools.(1) Fine Arts School, Cairo.

This, the only school of its kind in the country, was founded in 1908 by Prince Yusuf Kemal, and is maintained entirely at his expense.

The number of students at present is 123, and the total number of students who have completed the course since the start is 84.

(c) Grant-in-aid Schools under Inspection.(1) Boys' Trades Schools.

There are 14 of these schools, 11 belonging to Provincial Councils, and 3 to Societies.

S c h o o l	Date of start	Number in attendance 1921-22	Number of Certificates awarded since the start
(a) <u>Societies.</u>			
1. Mohammed Ali, Alexandria	1908	378	235
2. Coptic, Faggala	1905	64	34
3. Coptic, Qulali, Bulaq	1907	82	66
(b) <u>Provincial Councils.</u>			
4. Abu Tig	1904	108	68
5. Fayyum	1908	185	126
6. Luxor	1909	76	57
7. Damanhur	1909	285	201
8. Tulkh	1910	147	151
9. Beni-Suef	1910	220	170
10. Aswan	1911	104	52
11. Naga' Hamadi	1912	62	62
12. Suhag	1912	126	76
13. Mahalla	1913	80	56
14. Tanta	1913	214	154
TOTAL		2131	1508

(2) Girls' Schools of Domestic Economy and Industries.

S c h o o l	Date of start	Number in attendance 1921-22	Number of Certificates awarded since the start
1. Qulali Domestic Economy	1908	11	47
2. Butros Pasha Work-Shop	1911	147	-
3. Butros Pasha Domestic Economy .	1911	37	25
4. Damietta Domestic Economy	1913	-	67
5. Feminine Industries, Alexandria	1918	68	-
TOTAL :		263	139

The Damietta Domestic Economy School was converted into a Girls' Higher Elementary School in 1917.

This

VII. DEPARTMENT OF TECHNICAL, INDUSTRIAL AND COMMERCIAL EDUCATION.

This important Department was created in 1907. The schools under its control have been dealt with, in their order, in the preceding pages. The importance of the work it has effected is so great, however, that special reference to the field of its operations is desirable. It has undoubtedly rendered the greatest service to the cause of Technical, Industrial, Agricultural and Commercial Education, and has developed amongst the youth of the country a spirit of artistic work that formerly found no outlet for its expression. The Trades Schools and Model Workshops, in founding which Egypt may be held to have done pioneer work, fulfil more closely than other Day Schools, the ideal relationship between practice and theory. In these institutions the students are taught their trades under trade conditions and proceed to the class-rooms at convenient times for the technical studies relating to their trades.

It was through Evening Classes that Technical Education made its greatest strides in earlier days in England and such classes do at least fulfil the necessary conditions for sound Technical Education, in that students can follow their trade or profession contemporaneously with their technical studies.

This form of education has received little attention in the past in Egypt but in the last few years the growth of Evening Classes has been remarkable.

The increase in the number of students in the various Schools under the Department is due largely to growing interest in institutions giving instruction in the evening.

The year 1921 stands as the beginning of a new era in the development and extension of Commercial Education in this country. The establishment of Evening Institutes of Commerce in different provincial centres has been welcomed with enthusiasm by many a trader to whom the opportunity has been offered to learn modern methods of business and to abandon the armchair ways in which he used to register his transactions.

Apart from members of the trading community, evening commercial education has also appealed to a big class of clerks and secretaries who found the subjects taught of practical help in their daily occupation. The fact that 660 candidates have applied for admission to the Cairo centre alone, proves how popular this branch of education is becoming.

The possibility of running commercial classes in centres distant from Cairo or Alexandria depended on the presence in those localities of graduates of both the Higher and Intermediate Schools of Commerce whose services have been enlisted. Though novices in the art of teaching, they show hopeful signs of adaptability to the new task set before them.

The Provincial Councils have manifested their desire to offer any help they can for the furtherance of these new institutions, and five new centres were inaugurated during 1920-1921.

A considerable amount of attention has been given recently to problems affecting Higher Technical Education. The Commission for Higher Technical Education completed its report in May, 1921,

and

and its recommendations dealing mainly with the extension of the School of Engineering and the relation between workshop practice and technical instruction at the Technical School are before the Council of Ministers for consideration.

University Sub-Commissions for the faculties of (a) Engineering (b) Architecture and (c) Commerce were appointed. Their deliberations were mainly devoted to bringing the schemes for the Higher Colleges of Engineering and Commerce up to the level of the requirements of the projected University. Their reports are contained in the "Final Report of the University Commission".

Accurate statistics are kept of the number of students from each School who enter Government Service. At the five Technical Schools from which Government employees are chiefly drawn, 173 students obtained their diplomas in 1921, and of these 125 are known to have entered Government Service. Such men are, in practically all cases, employed in posts for which their technical training has fitted them. It is not possible always to follow up the careers of those entering private employment, nor can the information obtained with regard to them be relied upon.

With regard to the Trades Schools and Model Workshops and other Schools not preparing mainly for Government service, the information that it has been possible to obtain, shows that the ex-students do, in the large majority of cases, continue to work at their trades.

The introduction of machinery, pumps, engines etc., into Egypt, required in the earlier days the presence of large numbers of foreign mechanics, as the Egyptians were for the most part ignorant of their use. The Model Workshops, founded in 1902, with European foremen instructors have given Egypt a supply of skilled operatives in the various trades, and it is interesting in this connection to note that the recent census returns show that from 1907 onwards, the proportion of foreign artisans has decreased.

During the past 15 years, Trades Schools, most of them having sections for four or five trades, have sprung up all over the country chiefly in the Mudiria towns. Serious attention is now being given by the Department to the question of what sections have already furnished craftsmen up to the limit required in the various trades and districts. Such sections will be suppressed and the public funds thus economised will then be available for other schemes of Technical Education which the Department has in view.

In Appendix VI. appears a summary of the Trades taught, during 1921, in Model Workshops and Trades Schools, with the number of apprentices in each school.

The total amount of the Government grant to these schools in 1921-22 was approximately L.E.10,000.

VIII. PROVINCIAL COUNCILS.

A great step in devolution was taken in 1909 when Provincial Councils were constituted the local authority for Education. By the terms of Law No.22 of 1909, 70% of the total sum appropriated from its revenues by a Provincial Council for purposes of education must be devoted to Elementary Education (inclusive of Agricultural and Technical Education) and the remaining 30% to Primary and Higher Education.

By

By the terms of Article 35 of Law 29, 1913, the Organic Law of Egypt, a Provincial Council is empowered to devote the whole of its revenue to purposes of education.

Article 42 of the Organic Law defines the functions of a Provincial Council as extending beyond the development of Elementary Education (inclusive of Agricultural and Technical Education) in the following respects :-

(1) The creation and management of Schools within the province.

(2) The management of existing schools other than those of its own creation on condition that the school-premises are of a permanent character and that the powers of management are duly assumed by an act of transfer.

(3) The issue of regulations and curricula for all other schools in the province, and the conferment of the title "recognised schools" to such schools as conform to the regulations and in the case of which the owners or managers submit to the prescribed conditions.

(4) The power to appoint a Consultative Committee, with a maximum of four members, to assist in the discussion of educational questions.

(5) The power to appoint Special Committees to act as managers of one, or of a group, of schools.

(6) The power to accept gifts of money or lands as educational endowments, and likewise to accept subscriptions for educational purposes.

(7) The obligation to devote 70% of the appropriation for educational purposes to Elementary Education (inclusive of Agricultural and Technical Education) and the remaining 30% to Primary and Higher Education.

The final paragraph of Article 42 of the Organic Law states that the Provincial Councils must as far as possible follow the general principles embodied in whatever General Regulations may be promulgated by law or by a decree of the Ministry of Education.

The Ministry of Education in its jurisdictional relations with the Provincial Councils acts through the intermediary of the Ministry of the Interior, under the aegis of which the Councils exercise authority. In 1912, as an initial step towards co-ordination of effort between the Central Local Authorities, the following General Principles were agreed to by the Ministries of Education and the Interior -

(1) The Provincial Councils to take charge of Elementary Education (including Agricultural, Industrial and Commercial Education) and also of Primary Education.

(2) The Provincial Councils to manage the Elementary Training Colleges for the training of Men-teachers and Women-teachers for Boys' and Girls' Elementary Schools.

(3) The Provincial Councils to transfer to the Ministry of Education Schools considered to be above Primary Schools.

(4) The Ministry of Education to continue to make the inspection of Educational Establishments of all grades under the Provincial Councils.

The following subsidiary agreements were made :-

(1) The Elementary Training Colleges for Men-teachers and Women-teachers, and Intermediate Agricultural, Technical or Commercial Schools should be budgeted under "Higher Education" (for which 30% of the appropriation for educational purposes is to be allotted), thus rendering possible a larger allocation for the extension of Elementary Education proper, i.e., of Elementary Schools for boys and girls.

(2) That, in conformity with the system adopted in regard to the Budgets of State Administrations, as specified in Finance Circular No. 25/1914, dated 6th June, 1914,

(a) the Provincial Councils should submit to the Ministry of the Interior not later than 1st November each year a detailed statement with explanation of any new or increased expenditure that they wish to inscribe in their Budget for the following financial year;

(b) no such new or increased expenditure may be included in the Budget unless the previous sanction of the Ministry of the Interior has been received;

(c) the complete Budget of the Provincial Council for the following financial year must be submitted to the Ministry of the Interior no later than 31st December each year. If the decision of the Ministry of the Interior with reference to new or increased expenditure has not been received at the date when the Budget is prepared for submission, reference should be made in the Budget of the proposals under the consideration of the Ministry of the Interior, and a copy of the proposals should be annexed to the Budget, without however any amount being included in the Budgetary totals.

(3) That not more than 10% of the revenue from taxes should be allotted for Administrative Expenditure.

(4) That, so far as funds for Administration permit each Council should, in consultation with the Ministry of Education, appoint a Director of Education.

That

(5) That, with a view to reducing the cost of Administration and the avoidance of the conflict of opinion due to a system of dual inspection, the Councils should rely, with the exception of the services of the Director of Education, upon the Ministry of Education for the inspection of their schools, the Councils being authorised to utilise the Ministry's inspectors for any special inquiries which they may require, and the Ministry of Education forwarding to the Councils copies of inspection reports.

(6) That the Councils should send students to Europe as an Educational Mission only in special cases in which it is desired to introduce or revive some industry and in which it is impossible to obtain the necessary technical training for the student in Egypt. The Ministry of Education to be consulted as to the selection of the student, and the place and institution to which he should be sent, and the student to be placed under the supervision of the Director of the Egyptian Educational Mission.

(7) That the Councils should correspond direct with the Ministry of Education on all technical questions.

The Provincial Councils have in most cases loyally adhered to the terms of the above agreement, with the result that educational progress has been rendered smooth and, in a general way, uniform.

With the abolition of the Primary Education Certificate Examination in 1913, and the recognition of the undesirability of a foreign language in the case of pupils who could not be expected to continue their studies in a Secondary School, it became necessary to consider the best means of meeting the educational needs of pupils who had completed the four years' course in Elementary Schools (Maktabs). There grew up therefore, under the Provincial Councils, a system of "Iadadiya Schools" in which a course of study complementary to that of the Maktabs was followed and in which practical subjects (wood-work, iron-work, and farming, etc.) received attention. In 1914, when the Ministry of Education created Higher Elementary Schools, these Iadadiya Schools were gradually converted into Higher Elementary Schools, and as Iadadiya Schools had only existed for the education of boys the Councils ultimately had a number of Boys' Higher Elementary Schools. These, as already explained, did not meet with the success anticipated, as the Councils did not start them in the large Mudiria capitals where alone a sufficient field of recruitment from Elementary Schools is possible; the fundamental condition of admitting to the 1st Year classes only boys that had completed the four years' Elementary School course was mostly disregarded owing to the fact that where the Councils had already started Iadadiya Schools the same defect of organisation existed; and finally the people throughout the country showed a strong desire for their boys to acquire a knowledge of English. It is, therefore, now incumbent upon the Ministry of Education, in the re-organisation of its educational policy in general, to find a via media, by means of which the manifest advantages of the Boys' Higher Elementary Schools may be introduced into the existing Primary School Course, and the hand-and-eye training of the former combined with the foreign language of the latter.

**Educational Institutions of the Provincial Councils:
on 31st December, 1921.**

Provincial Councils	Elementary Schools				Elem. Training Colleges		Primary Schools		Trades Schools	Agricultural Schools	Commercial Evening Schools	Total of other Classes	Grand Total
	Boys'	Girls'	Mixed	TOTAL	Men's	Women's	Boys'	Girls'					
1. Beheira	3	6	18	27	1	1	7	1	1	1	1	13	40
2. Menufiya	39	3	-	42	1	1	5	1	-	1	-	9	51
3. Gharbiya	16	12	3	31	1	1	6	1	2	1	1	13	44
4. Daqahliya	4	7	27	38	+	1	5	1	-	1	1	3	47
5. Sharqiya	44	8	1	53	1	+	6	1	-	-	1	9	62
6. Qalyubiya	14	8	28	50	1	-	3	1	1	-	1	7	57
7. Giza	15	5	24	44	+	-	3	1	-	-	-	4	49
8. Fayyum	5	3	19	27	+	-	1	1	1	-	-	3	30
9. Beni-Suef	8	4	12	24	1	+	2	-	1	1	1	3	30
10. Minya	17	10	22	49	1	+	5	1	-	-	1	8	57
11. Asyut	40	8	53	101	1	1	4	1	1	-	1	8	109
12. Girga	17	5	14	36	1	+	4	1	1	-	-	7	43
13. Qina	21	5	24	50	1	-	2	1	2	1	-	7	57
14. Aswan	2	2	1	5	-	-	-	-	1	-	-	1	6
TOTAL	245	86	246	577	10	5	53	12	11	6	8	104	681

The 8 Commercial Evening Classes are now (1922)
included in the Budget of the Technical Education Department
as already shown in the Section dealing with its special work.

+ Colleges taken over since 1919 by the Ministry of Education in agreement with the Recommendations of the Commission for the Extension of Elementary Education.

Attendance in the Educational Institutions of the Provincial Councils on 31st Dec., 1922.

Provincial Councils	Elementary Schools							Elementary Fr. Colleges			Primary Schools			Trades Schools	Agric. Schools	Com. Evening Classes
	Separate Schs. Mixed Schs. Total							Men	Women	Total	Boys	Girls	Total	Males	Males	Males
	Boys	Girls	Boys	Girls	Boys	Girls	Both Sexes									
1. Bahaira	606	519	1502	203	2110	724	2834	83	42	125	528	103	631	285	77	50
2. Menufiya	3838	368	-	-	3838	258	4096	66	43	129	1529	132	1661	-	89	-
3. Gharbiya	1200	1252	207	96	1407	1348	2755	75	61	139	720	214	934	294	70	56
4. Daqahliya	678	807	2434	418	3132	1226	4357	-	40	40	751	186	937	-	36	34
5. Sharqiya	4227	846	232	28	4459	876	5335	96	-	96	794	109	903	-	-	57
6. Qalyubliya	1471	702	2006	176	3476	878	4354	22	-	22	293	92	385	147	-	54
7. Giza	1251	402	2045	216	3296	616	3914	-	-	-	283	83	366	-	-	-
8. Fayyum	351	286	1240	182	1591	470	2061	-	-	-	149	194	343	185	-	-
9. Beni Suef	626	581	907	143	1533	724	2257	58	-	58	294	-	294	220	48	17
10. Minya	1404	760	1416	144	2820	904	3724	78	-	78	1071	72	1143	-	-	51
11. Assut	2922	985	4196	494	7118	1479	8597	80	44	124	583	75	658	108	-	66
12. Girga	1716	580	1059	106	2775	685	3460	76	-	76	500	87	587	126	-	-
13. Qina	2107	509	2022	218	4129	727	4856	62	-	62	147	89	236	138	43	-
14. Assuan	143	197	83	26	296	223	449	-	-	-	-	-	-	104	-	-
TOTAL :	22542	8688	12968	1528	35510	10216	15726	719	250	969	7642	1436	9078	1607	363	386

In addition to the Elementary Schools which are entirely maintained by the Councils, there are 2528 grant-in-aid schools with 172374 pupils, of whom 154756 are boys and 17618 are girls (See page 3). The Councils therefore have, in the field of Elementary Education 3105 schools with a total of 225323 pupils (196566 boys and 28757 girls).

The Agricultural Schools maintained by the Provincial Councils are of two types : Intermediate and Farm Schools. The Intermediate Schools are two in number : Damanhur and Shibin el Kom, and 181 students have received the Intermediate Certificate of Agriculture. There are at present only three Farm Schools : Farsura, Samannud and Beni-Suef, and the total number that have been awarded the Certificate of Attendance is 322.

The standard of admission to the Intermediate Schools of Agriculture is that of the Entrance Examination to Secondary Schools, whilst admission to Farm Schools is dependent upon a merely elementary knowledge of the 3 R's.

The Ministry of Agriculture inspects the Agricultural Schools, and gives an annual grant-in-aid estimated for 1922-23 at L.E.4210.

The average total receipts of the Provincial Councils for the period 1915-1920 was L.E.655590, and the average expenditure on education for the same period was L.E.329030, i.e., practically 50% of the revenue.

In Appendix VII. appears an exact statement of the amounts spent by the Provincial Councils on Education since the year 1910 when their work began.

IX. THE EGYPTIAN EDUCATIONAL MISSION IN EUROPE.

The Ministry of Education started, in 1906, an official mission of students selected from the various schools to continue their education in England with a view to specialisation. In 1913 the system was extended to France and Switzerland, so that now there are offices of the Educational Mission in London, Paris and Geneva, each with its own Director and a special staff.

During recent years the Ministries of Finance, Justice, Agriculture and Public Works have followed suit and, in addition to the students studying at the expense of the Egyptian Government, there is a considerable number of students studying at their own expense.

The scope of work of the Educational Mission at the present time is shown by the following statistics of Egyptian students in Europe on 1st December, 1921 :-

	Government Students					Royal Waqfs	Fahmial Waqf	Supervised Students	Un-supervised Students	TOTAL
	Ministry of Education	Ministry of Public Works	Ministry of Justice	Ministry of Agriculture	Ministry of Finance					
United Kingdom	56	19	5	8	3	2	2	227	35	356
F r a n c e	-	-	6	-	-	-	-	248	38	290
Belgium	-	-	-	-	-	-	-	1	1	2
Switzerland	-	-	-	-	-	-	-	44	11	55
Italy	-	-	-	-	-	-	-	95	-	95
Germany	1	-	-	-	-	-	-	11	9	12
Austria	-	-	-	-	-	-	-	4	9	4
	57	19	11	6	3	2	2	628	85	814
	96									

It has not been possible to obtain statistics of the Unsupervised Students in Germany and Austria.

The details respecting these 814 students are as follows :-

	UNITED KINGDOM			F R A N C E			SWITZERLAND		BELGIUM	ITALY	GERMANY		AUSTRIA	TOTAL
	Govern- ment	Super- vised	Unsuper- vised	Govern- ment	Super- vised	Unsuper- vised	Super- vised	Unsuper- vised	Super- vised	Super- vised	Govern- ment	Super- vised	Super- vised	TOTAL
Medicine ...	7	154	21	-	67	11	13	2	1	30	1	7	1	315
Pharmacy ...	-	4	-	-	9	-	2	-	-	7	-	-	1	23
Law ...	4	3	1	6	45	8	3	1	-	-	-	-	-	71
Engineering	27	15	2	-	20	2	3	1	-	7	-	2	-	79
Mining	-	-	-	-	1	-	-	-	-	-	-	-	-	1
Architecture	2	2	1	-	-	-	-	-	-	-	-	-	-	5
Agriculture.	1	5	4	-	19	-	-	-	-	1	-	-	-	30
Education.	12	2	-	-	-	-	-	-	-	1	-	-	-	15
Commerce	3	6	3	-	15	1	9	-	-	3	-	-	-	40
Economics ..	5	11	-	-	1	2	2	1	-	1	-	-	-	23
Arts ...	9	8	2	-	1	1	-	2	-	-	-	-	-	23
Science	17	6	-	-	24	7	3	2	-	6	-	2	1	67
Arts and Crafts	4	1	1	-	5	-	-	-	-	-	-	-	-	11
Art	-	-	-	-	2	2	-	-	-	39	-	-	-	43
Military Studies	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Preparatory Studies.....	-	14	-	-	37	4	9	2	-	-	-	-	1	67
TOTAL :	91	231	35	16	245	38	44	11	1	95	1	11	4	814
		357			290		55				12			

Statistics of the Educational Mission in Europe corrected up to 15th June, 1922, show that the total number of students at present completing their studies in Europe is 774, distributed as follows :-

United Kingdom	372
France	214
Italy	98
Switzerland	60
Germany	25
Austria	6
Belgium	2
TOTAL :	774

The main subjects of study are :-

Medicine	319
Engineering	82
Law	75
Art	42
Science	37
Commerce	33
Agriculture	23
Economics	20
Education	15

It thus appears from the statistics available that 205 have obtained European qualifications since 1906 (see below) and that there are at present studying 774. There must therefore be an intellectual élite due to the work of the Educational Mission alone of about 1000, irrespective of the many whose studies are not included under this head.

It is not possible, unfortunately, to present complete statistics showing the total number of Egyptian students who have carried on their education in Europe, but the following is an approximate statement covering the various types of students whose success in securing certificates and diplomas falls within the purview of the Ministry of Education :-

School of Medicine.

F.R.C.S.	1
M.R.C.S. and L.R.C.P.	7
Natural Science Tripos, Cambridge .	2
M.Sc. and Ph. D.	1
B.Sc.	1
Specialised post-graduate Courses .	10
TOTAL :	22

School of Engineering.

M.Sc. and Ph. D.	1
M.A. or M.Sc.	3
B.Sc.	8
Architecture	2
Specialised post-graduate Course ..	1
TOTAL :	15

School of Law.

Doctorat	6
Licencié	1
TOTAL :	7

Higher Training College.

M.A. or M.Sc.	3
B.A. or B.Sc.	28
Intermediate Arts or Science	11
Board of Education Certificate and Matriculation (London) ...	9
Board of Education Certificate	31
French Training Colleges (St Cloud &c.)	8
Art Certificate	2
TOTAL	92

Higher School of Agriculture.

Intermediate Science	1
Specialisation Courses	3
TOTAL .	4

Higher School of Commerce.

B. Comm.	5
Specialisation Course	1
TOTAL :	6

Dar el 'Ulum.

Sheikhs at English Training Colleges.	31
Sheikhs at French Training Colleges .	6
TOTAL	37

Sania Training College.

Froebel Certificate, Part II.	4
" " " I.	6
Domestic Science Diploma	1
Board of Education Certificate	6
TOTAL :	17

Bulag Technical School.

Specialisation Courses	5
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The grand total of students in the above categories is 205.

X. MEDICAL INSPECTION.

A system of medical inspection of schools was started in 1864. In 1882 the work was carried on by two doctors and a pharmacist. The duty of the pharmacist was to supply with medicines &c. those whom the school medical-officers sent to him for treatment at the official pharmacy which was situated within the precincts of the Ministry of Education itself. The pharmacy was ultimately abolished, and the staff of medical officers gradually increased. For Boys' Schools in Cairo there is at present a staff of eight doctors six of whom are on contract only, whilst the Chief Medical Officer and one of the seven doctors are permanent officials. Medical inspection comprises :-

- (1) Supervision of the personal cleanliness of the pupils.
- (2) Medical examination of all applicants for admission to schools.
- (3) Supervision of the hygienic condition of school premises and the water-supply.
- (4) Weekly visits of inspection to schools.
- (5) Examination of teachers requesting sick-leave.

- (6) Examination of applicants for posts of school servants.
- (7) Inspection of rations and the actual food supplies to pupils.
- (8) Planning of precautionary measures in case of infectious diseases.
- (9) Daily inspection of pupils showing symptoms of such diseases.
- (10) Vaccination of all pupils.
- (11) Treatment of ophthalmia and drawing up of regular statistics of the cases brought under treatment.
- (12) Attendance at Examination Centres for Public Examinations for purposes of first-aid.
- (13) Attendance at Sports' meetings for first-aid in cases of injury.
- (14) Inspection of premises which it is desired to purchase for Elementary Schools.

Outside of Cairo there is a Medical Officer for the Alexandria Boys' Schools, and in the provinces the system followed is that the Medical Officers of the Public Health Ministry are paid a special allowance by the Ministry of Education for their inspection of schools. In the case of schools where there are boarders, daily visits are paid; in that of day-schools there is a weekly visit of inspection.

The Medical Inspection of Girls' Schools was started in 1908 when the Ministry of Education appointed a part-time Lady Medical Officer (European) to take charge of the three Girls' Boarding Schools and Colleges then existing in Cairo.

The work in these institutions was organised on the following lines :-

- (1) A complete physical examination of all pupils was made twice a year.
- (2) Medical treatment was given to boarders and, in urgent cases, to day-pupils.
- (3) Special attention was given to the eyesight of all pupils.
- (4) Various sanitary reforms were suggested, as opportunity occurred.
- (5) Egyptian trained nurses specially trained for school work, were appointed to each school.

In 1918 a whole-time Lady Medical Officer (European) was appointed in Alexandria, with charge of the Women's Elementary Training College, Girls' Primary School, Boys' Infant School, Girls' Higher Elementary School, and 12 Girls' Elementary Schools, and an Egyptian trained nurse worked under her direction. At the

same time, the part-time Lady Medical Officer in Cairo became a whole-time functionary, and undertook the medical care of all Government Girls' Schools and Colleges throughout the country. In Cairo two additional Egyptian trained nurses were appointed for duty in Girls' Elementary Schools alone. In 1920 it became possible to arrange for the inspection of Women's Elementary Training Colleges and Girls' Schools under the Provincial Councils, and Egyptian trained school-nurses began to assist in the provincial work. In 1922 an assistant Lady Medical Officer was appointed in Cairo, with the object of securing more detailed attention to the eyes of all pupils. The co-operation of the Lady Medical Officers has been invited and accepted in regard to the selection and amelioration of all premises for Girls' Schools and Colleges.

The whole Medical Staff of the Inspectorate of Girls' Schools and Women's Training Colleges at present comprises, in addition to the Senior Lady Medical Officer, 2 whole-time Lady Medical Officers (European), 15 whole-time and 6 part-time school-nurses (Egyptian).

The number of students in attendance at Government Girls' Schools and Colleges during 1921 was 12422, and in addition the 272 pupils of Boys' Infant Schools came under the Female Medical Staff, a total of 12,694 pupils. The scope of the work accomplished during the year is shown by the following summary

(1) 1521 Entrance Examinations to Schools above Elementary rank were supervised, and the physical fitness of candidates for admission was duly controlled.

(2) 8423 vaccination were performed, 4142 successfully.

(3) Complete physical records were taken of all pupils save those in Elementary and Higher Elementary Schools. The record notes the height and weight; the condition of the hands and feet, of the heart, of the lungs and other organs of the nose and teeth, of the eyelids (with reference to Trachoma and other infections), and the visual standard. Sick leave for 7 days or more is also noted. The record is kept up to date once a year throughout the pupil's school life, and passes on with the pupil from school to school.

(4) All pupils under treatment for Trachoma or other infections of the eyelids were re-examined every three months by the Medical Officer. 15011 examinations were made during the year, from which 7718 were selected for care in the school, and 2662 were improved as no longer to require treatment after three months.

Special dental clinics are at present unnecessary owing to the comparative rarity of dental cases among not only the young pupils but also the older students.

(5) A total of nearly 20000 girls in the various classes of school came under the supervision of the Female Medical Inspectorate of the Ministry of Education during 1921, this figure being inclusive of all schools in the Governorate and Provincial Council areas.

XI. PHYSICAL EDUCATION

XI. PHYSICAL EDUCATION.

The question of Physical Training in the schools received little or no attention until 1893 when a staff of Physical Instructors, under the supervision of a competent English chief, was created. The instructors were all selected from the Egyptian Army, and were sent to Aldershot for a special six months' course. At present the Physical Training staff comprises an English Controller (Part-time), an English Superintendent, 2 Egyptian assistants, and 28 Egyptian Instructors (specially trained in Swedish exercises) and, in Girls' Schools and Colleges, 3 English and 2 Egyptian Mistresses of Physical Exercises and Games, two of whom also undertake inspection.

The activities fall into six divisions :-

- (1) Physical Exercises : Swedish system, in all schools where accommodation can be provided, taught partly by members of the ordinary teaching staff of schools who themselves receive special instruction in the Training Colleges before they become teachers.
- (2) Gymnastics : an apparatus in Boys' Secondary Schools.
- (3) Games : football in Boys' Primary and Secondary Schools; basket-ball and hockey in Girls' Schools and Colleges.
- (4) Athletic Sports Meetings : held in most Boys' Primary and Secondary Schools.
- (5) Swimming : a swimming bath was opened in Cairo, in 1921, for the use of Boys' Schools.
- (6) Organisation of Competitions and Representative Teams.

For the Olympic Games of 1920, a Team of Egyptian Athletes, including representatives in Football, Gymnastics, Fencing, Running, Weight-lifting and Wrestling, was organised with the help of a Committee from different clubs.

The annual appropriations for Physical Training under the Budget of the Ministry of Education are approximately as follows:

(1) <u>Budget of Controller</u>	L.E.
Personnel	2342
Allowances and Services	1954
TOTAL	4296
(2) <u>Under Budgets of Other Sections.</u>	
Personnel	250
(3) Cost of <u>Materials</u> for Physical Training and of <u>Games</u> supplied to schools	1280
GRAND TOTAL	6026

Physical exercises are compulsory in all schools where accommodation is available. It is recognised in principle that the subject should be taught in ordinary school-hours. In many schools it is so taught but, in others, it is taken before or after the school day as an extra.

The programme is the same as that described in the syllabus of the English Board of Education.

XII. SCHOOL PREMISES.

The following is a list of premises erected or purchased by the State Buildings Department for the Ministry of Education, during the period 1882-1922 :-

School	Date	Approximate cost L.E.	Remarks
1. Zagazig Boys' Primary	1883	4,250	
2. Old Veterinary	1890	2,000	
3. Hilwan Boys' Primary	1890	3,425	
4. Edfu Boys' Primary	1891	3,190	
5. Suhag Boys' Primary	1891	5,315	
6. Abbas Boys' and Girls' Primary	1892	20,000	
7. Port Sa'id Boys' Primary	1894	5,300	
8. Assuan Boys' Primary	1895	4,140	
9. Minya Boys' Primary	1898	4,210	
10. Shibin el Kom Boys' Primary ..	1898	9,808	Inclusive of additions in 1903.
11. Khedivia Secondary (Principal's House)	1900	3,200	
12. Medicine, Qasr el 'Aini (Principal's house)	1900	3,200	
13. Dar el 'Ulum	1900	17,500	
14. Basria Boys' Primary	1900	40,958	Now the Higher Tr. Coll.
15. Bana Boys' Primary	1900	6,622	
16. Mohammed 'Ali Boys' Primary ..	1901	20,000	
17. Agriculture, Giza	1902	24,170	Now under the Ministry of Agriculture.
18. Women's Elementary Training College, Bulaq	1903	18,000	Additions to what was formerly a prison.
19. Model Workshops, Bulaq	1903	16,000	
20. Rosetta Mixed Maktab	1903	1,200	Now Girls' Elem. Schools.
21. Engineering, Giza	1903	22,550	
22. Basria Boys' Primary (Head's house)	1905	3,000	Now residence of Principal of Higher Tr. Coll.
23. Fayyum Boys' Primary	1905	33,037	
25. Arment Maktab)			
26. Assuan " (.....	1906	3,418	Now Elementary Schools.
27. Moharrem Bey Boys' Secondary .	1906	127,108	Completed in 1909.
28. Taoufiqiya Boys' Secondary	1906	13,570	Extensions.
29. Zagazig Boys' Primary	1906	52,646	Converted to Secondary School in 1920.
30. Asyut Model Workshops	1906	17,299	
31. Benha Boys' Primary	1906	15,550	Accommodation for boarders
32. Damamhur Boys' Primary	1906	7,500	
33. Ras el Tin Boys' Primary	1906	3,000	Extension.
34. Police, Abbasiya	1907	52,637	Belonging to Ministry of Interior.
35. Tanta Boys' Primary	1907	7,234	Inclusive of L.E. 1400 for football ground in 1908
36. Sa'idia Boys' Secondary, Giza.	1908	104,505	
37. Qadis, Cairo	1908	10,000	Now under Ministry of Justice
38. Military, Abbasiya	1909	14,000	Belonging to Ministry of War
39. Alexandria Girls' Primary	1914	11,507	Foundations alone.
40. Tanta Boys' Secondary	1914	20,374	
41. Asyut Boys' Secondary	1918	20,000	
42. Santa Girls' High	1919	19,000	Purchased
43. Mansura Boys' Secondary	1920	4,850	Adaptations of Provincial Council premises
44. Higher Commerce, Cairo	1920	21,000	Purchased.
45. Komu Boys' Elem., Alexandria	1921	5,500	A Municipality School.
46. Medicine, Qasr el 'Aini	1922	24,038	Extensions.
47. New Veterinary, Giza	1922	16,375	Belonging to Ministry of Agriculture.
TOTAL		979,785	

SUMMARY

S c h o o l s			Amount
Category	No. ²	Date	L.E.
I. ELEMENTARY	4	1905, 1906 (2), 1921	10,418
II. PRIMARY	19	1883, 1890, 1891 (2), 1892, 1894, 1898 (3), 1900 (2), 1901, 1905 (2), 1906 (5), 1907, 1914.	269,041
III. SECONDARY	8	1900, 1906 (2), 1908, 1914, 1918, 1919, 1920	442,707
IV. HIGHER COLLEGES	6	1890, 1900 (2), 1902, 1905, 1920, 1922 (2)	129,633
V. WOMEN'S TRAINING COLLEGE	1	1903	18,000
VI. SPECIAL SCHOOLS	3	1907, 1908, 1909	76,637
VII. MODEL WORKSHOPS	2	1903, 1906	33,299
TOTAL :			<u>979,735</u> ~~.....~~

The above figures relate to buildings alone, with the exception of the Police School at Abbasiya where the cost of the site was included. The question of the value of land for sites has been disregarded, as the sites were Government property.

In addition to the expenditure incurred by the State Buildings Department on the erection of new premises there is an annual charge on account of maintenance and repairs. This in 1910 amounted to nearly L.E.10000 but, since the War, the total has risen to L.E.20000.

XIII. SUPPLY STORES.

The growth in the number of schools has resulted in the Ministry Stores becoming an establishment of vast importance.

A brief history of the Stores will show its continuous development and extension. Before 1889 the Central Stores was accommodated in the Khedivial School. In that year, it was found necessary to secure for it separate accommodation in buildings adjoining the school, and the staff comprised 6 officials, including but one storekeeper.

The first Stores Catalogue was drawn up in 1890 and comprised about 1000 items. In 1895 the staff consisted of 2 officials, inclusive of a Superintendent of Stores, and the value of books and materials dealt with annually was about L.E.30 000.

In 1919 the Dar' el Gamamiz premises were condemned as unsafe, and the Central Stores was transferred to the premises of the Ministry of Education, in Sharia Qasr el 'Aini.

At

² Where the same school occurs more than once in the building operations it is counted only once.

(1)

At present (1922) the staff consists of 1 Superintendent and his assistant (both with rank of Sub-Director), 1 sous-chef, 1 chief Storekeeper, 3 Sectional Storekeepers, and 33 clerks : a total of 42 officials. The value of the annual issue of books, materials and furniture is not less than L.E.100 000 and, before the annual issue is actually made, the value of the stock in hand is about L.E.150000.

To lighten the demands on the Central Stores a Branch Store has just been opened in Alexandria, and normal development will compel in the near future the opening of other Branch Stores.

An interesting after-the -War development of the work of the Stores is that most of the books and materials required by the schools in Palestine and Mesopotamia are ordered by the Education Department of these countries from the Stores of the Egyptian Ministry of Education and, in particular, all Arabic publications are in great demand, a clear evidence of the great rôle that Egypt is destined to play in the intellectual renaissance of Eastern Arabic-speaking countries. Arabic books are even ordered for schools in India.

Approximately one half of the annual credit of L.E.100000 for Furniture, Books and Materials is expended in Egypt. The remaining half is expended abroad in the purchase of English and French books, and certain materials, apparatus for Science and gymnastics, desks and cutlery such articles as are either procurable only in Europe, or procurable under better conditions of manufacture and cost. Desks for Elementary Schools, requiring no metal-work, are being made entirely in Egypt, and efforts are being made to secure in future good types of desks for other than Elementary Schools in the country itself.

During the period 1882-1887 the Ministry of Education started a movement for the production of school-books suitable for use in Egyptian Schools and the work has been steadily maintained up to date. The principal books that have been published under the auspices of the Ministry of Education, and are still in use, are as follows :-

Names of Book	Branch Involved	Author	Where used
(a) <u>Arabic Language.</u>			
1. <i>Al Muwshih el Fathiya fi 'Ulum el Logha el 'Arabiya</i>	Rhetoric	Sheikh Hamzz Fathalla	Dar el 'Ulum.
2. <i>Misbāh el Munir</i>	Dictionary	Revised by Sh. Hamza Fathalla	Secondary Schools & Higher Colleges
3. <i>Mukhtar el Sahhah</i>	do.	Revised by Mahmud Eff. Khater	Primary Schools & Elem. Tr. Colleges
4. <i>El Adabiyāt el 'Arabiya</i>	Literature	Mohammed 'Asteef Bey	Secondary Schools.
5. <i>Mutala'at el Banāt</i>	Reader	Sitt Nabawiya Musa	Girls' Schools.
6. <i>Magau'at el Nazm wa'l Nathr</i>	Recitation	Sh. Mohammed Sherif	Primary Schools & Elem. Tr. Colleges
7. <i>Mabādi el Qirāa el Reshida (2 parts)</i> ..	Readers	Mohammed Obeid Eff.	Elementary Schools (1st & 2nd Years)
8. <i>El Qirāa el Reshida (4 parts)</i>	do.	'Ali Omar Bey and	and Boys' Infant Schools.
9. <i>El Wasit fi'l Adab el 'Arabi wa Tarikhuh</i>	Literature	'Abd el Fattah Sabri Bey	Elementary Schools (3rd and 4th Years) and Primary Schools.
10. <i>Tarikh Adāb el Logha el 'Arabiya fi 'Asr el Daula el 'Abbāsiya</i>	do.	Mustafa 'Ināni and	Secondary Schools.
11. <i>El Durūs el Nahwiya (3 parts)</i>	Grammar	Sh. Ahmed el Iskandari	Dar el 'Ulum.
12. <i>Quwā'id el Logha el 'Arabiya</i>	do.	Fifni Nasef Bey and Others	Primary Schools.
13. <i>Ta'alim el Inshā el 'Arabi (3 parts)</i> ..	Composition	Mohammed Taufiq el Bardāi Eff.	Secondary Schools & Higher Colleges
(b) <u>Religious Instruction.</u>			
14. <i>Durūs el Diyāna wa'l Tah-thib for Primary Schools (4 parts)</i>	Religion	Sh. 'Atiya el 'Ashkar and	Primary Schools.
15. <i>Durūs el Diyāna wa'l Tah-thib for Elementary Schools (2 parts)</i>	do.	Sh. Mustafa 'Inani	Elementary Schools.
16. <i>Tah-thib el Banin</i>	Morals	Mohammed Rakha Eff.	Boys' Elem. and Primary Schools.
17. <i>El Akhlāq l'il Banāt</i>	do.	Moh. Hamdi Bey & Moh. Rakha Eff.	Girls' Primary Schools.
18. <i>Akhlāq el Fatā</i>	do.	Moh. Rakha Eff. & Sh. Zaki Moh.	Men's Elementary Training Colleges.
19. <i>El Hidāya ila el Sirāt el Mustaqim</i>	Religion	Sh. Ahmed Zanati Bey	Sania T.C. & Women's Elem. Tr. C's.
20. <i>Musāmarāt el Banāt (2 parts)</i>	Morals	'Ali Fikri Eff.	Girls' Elem. Schools (Part I.)
(c) <u>Mathematics.</u>			
21. Translation of Hall and Stephens' Geometry, Parts 1-V	Geometry	Mohammed Asaad Bey	Women's Elem. Tr. C's (Part II.)
22. Translation of Hall and Knight's "Elementary Algebra"	Algebra	'Abd el Wahhāb Hasan Bey	Secondary Schools, Dar el 'Ulum. and Men's Elem. Tr. Colleges.
23. Ditto "Higher Algebra"	do.	Technical Department	do.
24. <i>Kitab el Hisāb l'il Macaris el Thanawiya</i> ..	Arithmetic	Mohammed Zaki Eff.	Higher Training Colleges.
25. Translation of Craig's "Geometry in Space"	Geometry	Ahmed Ferid Eff.	Sec. Schs., Dar el 'Ulum & H.T.C.
26. Translation of Loney's "Analytical Trig." ..	Trig.	Mohammed Khaled Hasanein Bey	Secondary Schools and Higher Training College.
27. Translation of Gibson and Pinkerton's "Analytical Geometry"	Analytical Geometry	'Abd el Hemid Nagāti Eff.	Higher Training College.
28. Translation of Godfrey and Siodons' "Modern Geometry"	Geometry	Hasan Fayeef Eff.	do.
29. Translation of Pinkerton's Elementary Dynamics and Hydrostatics	Dynamics & Hydrostatics	Mr. E.W. Shoenbridge and	Secondary Schools.
30. <i>El Handasa l'il Madaris el Ibtidāiya</i> ..	Geometry	Hasan Fayeef Eff.	Boys' H.E. and Primary Schools.
31. <i>El Hisāb l'il Madaris el Ibtidāiya</i>	Arithmetic	Hasan Fahmi Amin Eff.	Elem. Tr. C's and Dar el 'Ulum.
32. <i>El Gadāwil el Riyādi</i>	Mathem. Tables.	Mr. Tweedie and	Higher Elem. & Primary Schools.
33. <i>Pisāb el Muthallathāt el Mustawiya</i>	Plane Trig.	Moh. Khaled Hasanein Bey	Elem. Tr. C's, & Dar el 'Ulum.
34. <i>El Ashkāl el Handasiya el Muntazima</i> ...	Geometry	Mohammed Khaled Hasanein Bey	Secondary Schools and Higher Training College.
35. Translation of Smith's "Conic Sections" ..	Conic Sects.	do.	Secondary Schools.
36. Translation of Mercator's "Calculus" ..	Calculus	Mohammed Amin Latfi Eff.	do.
37. Translation of Hall & Knight's "Higher Algebra"	Algebra	Technical Department	Higher Training College.
38. <i>Kitab Imṣak el Dafatir</i>	Book-keeping	do.	do.
39. <i>Turuq el Tigāra</i>	Commerce	Mr. Sladen and	do.
(d) <u>Science.</u>			
40. Translation of Domington's "Chemistry" ..	Chemistry	Amin Sami Hassuna Eff.	Men's Elementary Training Colleges.
41. <i>Khulāset el Tabi'a (Parts I. & II.)</i> ..	Physice	Ahmed 'Abd el Wahhab Eff.	Boys' Higher Elementary Schools.
42. Ditto (Parts III.-V.) ..	do.	do.	do.
43. Translation of Sykes' "Home Hygiene" ..	Hygiene	Hasan Fayeef Eff. and	Secondary Schools.
		Medical Inspection Office.	Secondary Schools, Men's Elementary Tr. C's and Dar el 'Ulum.
			do.
			Higher Elem. Schools, Sania Tr. Coll., Dar el 'Ulum and Elementary Training Colleges.

Name of Book	Branch Involved	Author	Where used
(d) <u>Science</u> (Contd.)			
44. El Amrād el Mu'adiya (1)	Hygiene	Dr. Mustafa Fahmi Surur	All Boys' Schools and Men's Colleges.
45. "El Mabādi el Awaliya fi'l Tadbīr el Sihhiya" for Boys' Primary Schools	do.	Dr. Mohammed Saleh Hilmi and Dr. Mo' Shafi'a	Boys' Higher Elem. and Primary Schools & Men's Elem. Tr. C's.
46. "El Mabādi el Awaliya fi'l Tadbīr el Sihhiya" for Girls' Primary Schools	do.	do.	Girls' Primary Schools.
47. Tarbiyat el Tifl	do.	Dr. Seropian	Girls' Higher Elementary and Primary Schools, Sania Training College and Women's Elementary Training Colleges.
48. El Tadbīr el 'Aām fi'l Sihha wa'l Marād	do.	Dr. Mohammed Rushdi Bey.	Ditto. and Dar el 'Ulam.
49. El Isa'āf el Awali	First Aid	Dr. Mohammed 'Abd el Hamid Bey.	Sania Training College and Men's Elementary Training Colleges.
50. El Amrād el Mu'adiya	Hygiene	do.	Ditto. and Dar el 'Ulam.
51. El Isa'āf el Tibbiya	First Aid	Dr. Mohammed Saleh and Dr. Mohammed Shafi'a	Higher Training College and Dar el 'Ulam.
52. El Tamrid el Manzili	Home Nursing	Dr. Moh. 'Abd el Hamid Bey	Sania Training College and Women's Elementary Training Colleges.
53. "Durūs el Ta'āmul fi Mashāhid el Tabia'a" for Women's Elementary Training Colleges (2 Parts)	Nature Study	Sh. Mohammed 'Abd el Gawwad	Girls' Primary Schools and Women's Elementary Training Colleges.
(f) <u>Geography</u> .			
54. Translation of Mardon's "Geography of Egypt and the Sudan"	Geography	Mohammed Asaad Bey. (2)	Higher Elementary, Primary and Secondary Schools, Elementary Training Colleges and Dar el 'Ulam.
55. El Goghrafiya l'il Madaris el Ibtidā'iya (2 Parts)	do.	Mr. Smithard and Moh. Taufiq Bardāi	Ditto.
56. El Atlas el Ibtidā'i l'il Madaris el Misriya	Atlas	Survey Department.	All Schools and Colleges.
57. El Goghrafiya el 'Umumiya l'il Madaris el Thanawiya wa'l 'Alīya	Geography	Mr. Peacock and Others	Secondary Schools, Sania Training College, Dar el 'Ulam, and Elementary Training Colleges.
58. El Goghrafiya el Tigariya el Iqtisadiya	Commercial Geography	Mohammed Hamdi Bey	Secondary Schools and Dar el 'Ulam.
59. El Atlas el Tigāri	Commercial Atlas	do.	Secondary Schools.
(g) <u>History</u> .			
60. Safwat Tarikh Mīr wa'l Dual el 'Arabiya (2 Parts)	History	Mr. Savage and Others	Higher Elementary and Primary Schools and Elementary Training Colleges.
61. Tārīkh Mīr ila el Fath el Osmāni	do.	Mr. Savage and Others	Secondary Schools, Dar el 'Ulam and Elementary Training Colleges.
62. Tārīkh Mīr min el Fath el Osmāni	do.	do.	do.
63. Tārīkh Uruba el Heditha (2 Parts)	do.	do.	Secondary Schools and Dar el 'Ulam.
64. Tārīkh Mīr	do.	Sitt Hind Iskander 'Ammug	Women's Elem. Training Colleges.
(h) <u>Education</u> .			
65. Hidāyet el Atfāl	Pedagogy	Sh. Hasan Taufiq	Dar el 'Ulam and Sania Tr. College.
66. 'Ilm el Nafā	Psychology	Sh. 'Ali el Garem and Sh. Mustafa Amin	Ditto. and Elementary Training Colleges.
67. 'Ilm el Nafā	do.	Sh. Mohammed Sherif	Higher Training College.
68. El Gharāiz	do.	Sh. Mohammed Hasanain el Chamrawi Bey	Dar el 'Ulam, Sania Training College, H.T.C. and Elem. Tr. C's.
69. Hidāyet el Mudarris	Principles of Teaching	Ali Omar Bey	do.
70. El Irshādāt el 'Awaliya	Handbook of Teaching Practice	Min. Inspectors	Elem. Training Colleges.
71. El Tarbiya el Istiqlaliya	Rousseau's "Emile"	'Abd el 'Azis Mch. Bey (2)	Dar el 'Ulam.
72. Translation of Miss Terry's "Organised Games for the Playground"	Games	Sitt Nabawiya Musa (2)	Girls' Schools & Boys' Infant School
73. El Fatāt wa'l Beit	Domestic Economy	Antun el Gumayil Eff. (2)	Girls' Primary Schools and Sania Training College.
74. Translation of Aristotle's "Constitution of Athens"	Political Science	Sh. (Dr.) Taha Hussein	Dar el 'Ulam and Higher Training Colleges.

(1) In the press.

(2) Translator.

B. English Books.

Name of Book	Branch Involved	Author	Where used
75. Macmillan's "Egyptian Readers" Series A. (4 Parts) B. (4 Parts)	Readers	Mr. Robb	Primary Schools and Dar el 'Ulum.
76. Macmillan's "Nile Readers" (4 Parts) .	do.	Mr. Stephens	do.
77. Nelson's "Sphinx Readers"	do.	Mr. Finch	Primary Schools.
78. English Poetry for Schools, Part I. .	Recitation	Messrs. Cocksion & Houghton	do.
79. Ditto. Part II. .	do.	do.	Secondary Schools and Sania Training College.
80. Rhymes and Verses (2 Parts)	do.	Mr. Matthaei	Primary Schools and Sania Tr. Coll.
81. Talks with the Children	do.	Mr. Foster-Smith	Dar el 'Ulum and Primary Schools.
82. Direct Composition Book (2 Parts)	Composition	do.	Primary Schools.
83. The Primary Grammar	Grammar	Mr. Smithard	do.
84. English Grammar	do.	Mr. Sharman	Secondary Schools.
85. Studies in English Idiom	do.	Mr. Brackenbury	Secondary Schools and Sania Tr. Col
86. Prose Extracts for Recitation	Recitation	Mrs. Elliot	Secondary Schools.
87. Stories of Egyptian Gods and Heroes ..	Reader	Mr. Brooksbank	do.
88. Outlines of General History (Egyptian Edition)	History	Renouf	Higher Training College.
	(c)	<u>Translation Books.</u>	
89. Translation (3 Parts)	English- Arabic	Mr. Carman and Mohammed Taufiq el Bardai Eff.	Primary Schools and Dar el 'Ulum.
90. Murshid el Mutargim el Saghir	Translation	'Awad Ibrahim Bey and Mohammed el Sayyid Bey	Primary Schools.
91. Selections for Translation for Secondary Schools	do.	Mr. Robb and Moh. Hamdi Bey	Secondary Schools and Sania Training College.
92. Scientific Technical Terms	do.	Mohammed Hamdi Bey	Secondary Schools and Higher Training College.



In addition to the above books there are Arabic books used in the Schools of Agriculture (See page 23), Law, Engineering, and Medicine, that have been specially prepared for these institutions. As for schools up to the rank of Secondary, there is a supply of Arabic text-books for practically every branch of study. One of the most valuable achievements in the production of school-books has been the creation of a series of up-to-date Arabic Readers for Elementary and Primary Schools, with suitable illustrations and wide variety of topics, and a series of English Readers for Primary Schools with local subject-matter and illustrations, as well as information and illustrations relating to important foreign topics. Moral principles have been inculcated by means of stories where the child grasps the moral by inference, rather than by the old didactic method of command and prohibition.

The number of items in the present Stores Catalogue is approximately 6000.

XIV. STAFF AND SALARIES.

(a) Staff.

The following is a rough comparison between the staffs of 1883 and 1922, so far as the officials of the Ministry of Education alone are concerned :-

Institutions	Total Number of Technical Staff						
	1883		1922.		Increase		
	Men	Women	Men	Women	Men	Women	TOTAL
1. Elementary Schools	-	-	568	232	568	232	800
2. Boys' Infant Schools	-	-	2	10	2	10	12
3. Boys' Higher Elem. Schools ...	-	-	17	-	17	-	17
4. Girls' " " " " ...	-	-	5	46	5	46	51
5. Trades Schools and Model Workshops	20	-	127	-	107	-	107
6. Boys' Primary Schools	223	-	665	-	442	-	442
7. Boys' Secondary Schools	-	-	324	-	324	-	324
8. Girls' Primary Schools	9	9	27	89	18	80	98
9. Higher Colleges	85	-	205	-	120	-	120
10. Men's Elem. Training Colleges.	-	-	39	-	39	-	39
11. Women's Elem. Tr. Colleges ...	-	-	25	62	25	62	87
TOTAL	328	-	2004	409	1676	409	2085

Statistics of years in the neighbourhood of 1882 are difficult to obtain and, when obtained, are often lacking in those details which permit of a full comparison being made. It is sufficient, however, to realise that the Ministry of Education at that time had a technical staff of 328 officials (all men) which, in 1922, had increased to 2413, of whom 2004 are men, and 409 are women. This total, it must be noted, is exclusive of the staffs in scholastic institutions that belong to other State Administration.

In 1883 the Sania Girls' Primary School was the only school for girls.

(b) Salaries.

Salaries were graded for the first time in 1886, the grade for Heads being L.E.8-82, and for teachers L.E.4-25 per month.

In 1910 and 1922 salaries were graded as follows :-

Category	Monthly Salary	
	Heads	Teachers
(a) 1910 :	L.E.	L.E.
1. Primary Schools	16 - 40	6-20
2. Secondary Schools	56 1/3 - 75	16-40
(b) 1922 (Basic Salary)		
1. Primary Schools	20 - 40	9-28
2. Secondary Schools	56 1/3 - 75	14-40

During 1922 the new grading adopted by the Cadre Commission is to come into force but, at the time of this report being written, it has not yet been introduced.

The staff of Elementary Schools received in 1890 and 1899 the following rates of pay :

1890 : F.T.8-20 a month, to which was added the Khemia paid in money or in kind every Thursday by the pupils.

1899 : The Ministry of Education paid the Heads F.T.140 and the Teachers F.T.70 a month, and the school fees were shared between the members of the staff in the proportion of 2 shares to the Head and 1 share to each teacher.

Up to 1916 the Elementary Schools were "farmed" by the teachers, each Head trying to crowd his school in order to have the maximum possible fees. In that year, the Ministry of Education introduced the system of fixed salaries. Heads : L.E.8-6 and Teachers : L.E.3 a month. Elementary Teachers are to be placed on the permanent staff for the first time under the new Cadre Scheme, and better salaries are to be paid. Thus throughout the various categories of schools, vast improvements in the salaries paid to teachers have been effected during the period 1882-1922. One important change relates to the sheikh-teachers. Whereas graduates of the Higher Training College started at L.E.12 a month, Dar el 'Ulum graduates started at L.E.8. In 1921, however, it was decided that as, by the scheme of reorganisation of Dar el 'Ulum, entrants to the Higher College would, from the year 1924, all be holders of the Secondary Education Certificate, future graduates should start on an equality with graduates of the Higher Training College. As a favour, existing sheikh-teachers in the service of the Ministry are to be similarly graded under the new Cadre Scheme.

XV. EXPENDITURE ON EDUCATION.



XV. STATE EXPENDITURE ON EDUCATION.

The figures in the Government Budget under the head of "Ministry of Education" do not afford a just measure of the expenditure of the Government on education, inasmuch as other Ministries and Administrations likewise incur expenditure thereon. The following table includes all available information on the amount expended on education in the country during the period 1882-1922 :-

Financial Year	STATE BUDGET		BUDGET OF MINISTRY OF EDUCATION	EXPENDITURE of other State Departments on EDUCATION	EXPENDITURE ON ERECTION and Purchase of Premises	EXPENDITURE ON PRINTING at GOVERNMENT PRESS	Total State Expenditure on Education	Percentage of State Expenditure absorbed by Education
	Estimated Receipts	Estimated Expenditure						
	L.E.	L.E.	L.E.	L.E. (1)	L.E. (2)	L.E. (3)	L.E. (4)	
1882	8,746,556	8,463,968	89,464	-	-	-	89,464	1.05%
1883	8,804,627	8,581,918	99,549	-	4250	-	103,799	1.21%
1884	9,114,734	8,456,787	99,977	-	-	-	99,977	1.06%
1885	8,896,515	9,619,902	84,682	4109	-	-	88,798	.92%
1886	9,241,586	9,232,746	68,492	2500	-	-	70,992	.77%
1887	9,678,247	9,628,961	68,452	4082	-	-	72,534	.75%
1888	9,600,000	9,578,000	70,969	4240	-	-	75,209	.78%
1889	9,567,000	9,559,000	69,843	4209	-	-	74,055	.77%
1890	9,650,000	9,500,000	80,337	3888	5425	-	89,650	.94%
1891	9,820,000	9,329,000	88,478	4147	8508	-	101,130	1.08%
1892	9,950,000	9,400,000	90,849	4591	20000	-	115,440	1.22%
1893	10,010,000	9,550,000	92,544	4461	-	-	97,005	1.01%
1894	10,085,000	9,549,000	104,289	4618	5300	-	114,207	1.19%
1895	10,260,000	9,609,000	105,000	4850	-	-	109,850	1.19%
1896	10,260,000	9,639,000	105,180	4614	-	-	109,794	1.14%
1897	10,235,000	10,230,000	105,180	4155	-	-	109,335	1.07%
1898	10,440,000	10,440,000	106,220	4913	18158	-	128,291	1.22%
1899	10,600,000	10,560,000	107,964	4078	-	-	112,042	1.06%
1900	10,380,000	10,380,000	106,483	5255	71480	-	183,218	1.76%
1901	10,700,000	10,628,000	107,683	5340	31158	-	144,379	1.35%
1902	10,890,000	11,060,000	111,704	5484	25130	-	142,318	1.28%
1903	11,000,000	10,975,000	115,352	5257	34000	-	154,609	1.40%
1904	11,500,000	11,410,000	120,500	8073	2200	-	128,273	1.12%
1905	12,255,000	11,765,000	149,300	5583	41299	-	196,292	1.67%
1906	13,500,000	13,000,000	169,300	6085	27113	-	448,511	3.45%
1907	14,740,000	14,200,000	374,000	5775	83201	-	443,136	3.11%
1908	15,030,000	14,730,000	480,460	18598	114313	-	583,351	3.96%
1909	15,100,000	14,860,000	483,669	18634	14000	-	513,333	3.45%
1910	15,350,000	15,180,000	504,942	19702	-	-	524,644	3.46%
1911	15,500,000	15,000,000	506,187	38237	366	-	544,789	3.63%
1912	15,900,000	15,100,000	535,764	40712	-	-	576,556	3.74%
1913	16,130,000	15,330,000	551,484	60724	-	-	612,178	3.91%
1914-15	17,588,000	18,162,000	525,224	102770	2181	3717	733,892	4.04%
1915-16	14,756,000	15,900,000	422,981	74044	-	2160	499,185	3.14%
1916-17	16,330,000	16,630,000	423,056	73734	-	3297	500,087	3.00%
1917-18	19,525,000	19,525,000	467,758	92654	-	5050	565,462	2.89%
1918-19	22,900,000	23,230,000	578,633	80217	83700	3902	746,452	3.21%
1919-20	27,300,000	26,630,000	685,203	85362	22029	4859	797,453	2.76%
1920-21	40,271,000	40,271,000	1,013,503	107144	42493	9110	1,172,250	2.91%
1921-22	36,701,000	38,682,000	1,123,223	712146	47712	7748	1,290,826	3.33%
TOTAL	558,462,256	556,380,282	11,162,848	1029330	1030676	38840	15,262,756	2.36%

(1) Ministries of War (Military School) from 1885, of Interior (Police School) from 1908, of Justice (Cadastral and Law Schools) from 1911 (except 1911-15 when Cadastral School was under El Azhar) and of Agriculture from 1914

(2) State Buildings Department spent L.F. 979,735; the remainder represents special purchase

(3) Until 1914 the expenditure on printing was included in the budget of the Ministry of Education

(4) The salaries included in the totals during the War period represent basic salaries only, the 20% increase and the War Gratuity being disregarded. Had these items been included the percentage results would have been correspondingly increased. On 1st August, 1917, a 20% increase of salary was paid to officials with a salary of not more than L.E. 16 per month. On 1st April, 1918, this was raised to 40% with a maximum payment of L.E. 5 per month. On 1st June, 1919, a further rise to 60% occurred, with a maximum payment of L.E. 7 1/2 per month. On 1st August, 1919, the permanent 20% increase on salaries was granted, together with the War Gratuity of 60%, with a maximum payment of L.E. 16 per month, and the limit of L.E. 25 per month on the 20% increase and War Gratuity combined.

On 16th May, 1921 the War Gratuity was reduced by a third, and from 1st June, 1922, a second third is being deducted.

The expenditure shown in the above table, although it is inclusive of the amounts spent by other State Administrations, fails to present the total expenditure on the Government Schools. In addition, there should be included (1) an annual charge, on the part of the State Buildings Department, for the upkeep of premises, a charge which for some years past has averaged about L.E. 20000, and (2) expenditure on Elementary Education incurred by State Railways, Coastguards and other Administrations, and the societies whose schools are under inspection. These additions would raise the percentage result slightly, but there are other additions which cannot be included in the table owing to the fact that the sources are institutions outside the scope of the State Budget, e.g., the contributions of the Waqfs Ministry which, during the period 1890-1921, has granted a total of nearly L.E. 500000 towards the maintenance of Elementary and Primary Schools, and the contributions of the Alexandria Municipality which, since 1917, has granted a total of L.E. 22,275 for the maintenance of 24 Elementary Schools in Alexandria.

The period of 40 years under consideration divides itself naturally into four decades, and it is interesting to note the upward movement in expenditure on education :-

		<u>Average Percentage Expenditure</u>
1st	December (1882-1891)	.93%
2nd	" (1892-1901)	1.23%
3rd	" (1902-1911)	2.65%
4th	" (1912-1921)	3.29%

As the finances of the country gradually improved more and more was spent upon education. The present financial year (1922-23) shows estimated receipts of L.E. 33,630,000, expenditure of L.E. 31,440,000 and the Budget of the Ministry of Education as L.E. 1,169,041. But of this L.E. 1,169,041 the receipts from school-fees &c. are estimated at L.E. 366,700, leaving the expenditure on education at L.E. 802,341. If we add to this L.E. 112,145 (the total expenditure of other State Administrations on education as it was in 1921-22), the net State Expenditure on education becomes L.E. 914,486 which represents 2.91% of the estimated total State expenditure.

The corresponding figures in Great Britain, for 1922-23, are as follows :-

Estimated Expenditure	£ 942,035,000
Education Budget	£ 44,900,000
Percentage devoted to education ...	4.73%

Thus Egypt to-day is relatively but little behind Great Britain, though it is to be noted that whereas the Local Government expenditure in Great Britain is further estimated at £34,000,000, that of the Provincial Councils in Egypt will hardly exceed L.E. 500,000. In other words, whilst in Great Britain the total expenditure of the State and local authorities on education amounts to £78,900,000, in Egypt it amounts to about L.E. 1,414,486.

In the former case local effort almost equals the State contribution; in the latter case the proportion is less than a half (L.E. 500,000 as compared with L.E. 1,169,041). Again, it is to be remembered that practically the whole of the British grant is spent on the education of the masses of the people; the upper and middle class of society educate their children without State assistance.

XVI. STATISTICAL SUMMARY.

The following table affords an easy comparison of the State of education in 1882 and 1922 :-

Category of School	1 2 3 2					1 2 3 2								No. of Diplomas issued in period 1882 - 1921	Remarks
	No. of Schools		No. of Students		No. of Diplomas issued up to 1932	No. of Schools				No. of students					
	For Males	For Females	Male	Female		For Males	For Females	Mixed	Total	Male	Female	Total			
I. HIGHER COLLEGES	6	-	348	-	188 ⁹	8	-	-	8	1931	-	1931	4566	In addition there are 209 holders of the Khedivial Lower Tr College.	
II. SECONDARY SCHOOLS :															
Government	1	-	375	-	375	9	1	-	10	3786	44	3830	8869 (S.E.C. Part II.)	Dar el 'Ulum Prep Sect. is reckoned as Sec. School	
Under inspection	-	-	-	-	-	35	-	-	35	4911	-	4911			
TOTAL	1	-	375	-	375	44	1	-	45	8697	44	8741	8869		
III. PRIMARY SCHOOLS :															
Government	27	1	5935	199	-	34	4	-	38	11382	901	12283	31544 (P.E.C. Boys') 248 (" Girls)	The P.E.C. Exam was suppressed in 1915.	
Provincial Councils	-	-	-	-	-	58	12	-	70	7642	1479	9121			
Under inspection	-	-	-	-	-	65	33	-	98	13231	3934	17165			
TOTAL	27	1	5935	199	-	157	49	-	206	32255	6314	38569	31792		
IV. SPECIAL SCHOOLS	4	1	386	21	24 ⁹	6	2	-	8	1136	155	1291	4232	-	
V. INDUSTRIAL & COMMERCIAL SCHOOLS :															
Government	-	-	-	-	-	14	1	-	15	1847	70	1917	71 (Designers) 64 (Fine Arts) 2917 (Trades) 351 (Dom. Econ) 960 (Evening Comm)	-	
Provincial Councils	-	-	-	-	-	1	-	-	1	178	-	178			
Under inspection ;	-	-	-	-	-	15	4	-	19	2254	263	2517			
TOTAL	-	-	-	-	-	30	5	-	35	4279	333	4612	4363		
VI. ELEMENTARY TRAINING COLLEGES :															
Government	-	-	-	-	-	5	6	-	11	582	591	1173	2916 (E.T.C. , Men) 882 (" ,Women)	-	
Provincial Councils	-	-	-	-	-	10	5	-	15	719	235	954			
TOTAL	-	-	-	-	-	15	11	-	26	1301	826	2127	3798		
VII. HIGHER ELEMENTARY SCHOOLS	-	-	-	-	-	1	5	-	6	250	700	950	-	-	
VIII. ELEMENTARY SCHOOLS :															
Government	-	-	-	-	-	89	62	71	222	13754	11058	24812	-	-	
Provincial Councils	-	-	-	-	-	245	86	246	577	41810	11139	52949			
Societies under inspection	-	-	-	-	-	5	3	2	10	577	341	918			
TOTAL	-	-	-	-	-	359	151	319	809	56141	22538	78679			
IX. BOYS' INFANT SCHOOLS	-	-	-	-	-	2	-	-	2	300	-	300	-	-	
X. GRANT-IN-AID ELEMENTARY SCHS.															
Government	-	-	-	-	-	91	18	316	425	27337	10421	37758	4566 (Higher) 8869 (S.E.C. Pt II) 31792 (P.E.C.) 4232 (Special) 4363 (Trades &c) 3798 (E.T.C.) 209 (Lower T.C Dip.)	-	
Provincial Councils	-	-	-	-	-	683	5	1840	2528	154756	17618	172374			
TOTAL	-	-	-	-	-	774	23	2156	2953	182093	28039	288811			
ALL CATEGORIES															
Government	38	2	7044	220	587	259	99	387	745	62305	23940	86245	4566 (Higher) 8869 (S.E.C. Pt II) 31792 (P.E.C.) 4232 (Special) 4363 (Trades &c) 3798 (E.T.C.) 209 (Lower T.C Dip.)	-	
Provincial Councils	-	-	-	-	-	997	108	2086	3191	205105	30471	235576			
Societies under inspection	-	-	-	-	-	120	40	2	162	20973	4538	25511			
TOTAL	38	2	7044	220	587	1376	247	2475	3998	288383	58949	347332			
	==	==	==	==	==	==	==	==	==	==	==	==			

⁹ The only figure available.

It is evident that immense strides have been taken, and that important results have been obtained.

The final summary shows these salient facts :

	1882	1922
Government schools	40	745
Students in Government Schools.	7264	86245
Holders of Diplomas or Certificates	587 (approx.)	57829

It further appears that the total number of pupils and students under the management or the inspection of the Ministry of Education is 347332.

XVII. GENERAL REVIEW.

Scope of
Work at
the
Start.

To form a true idea of the undoubted progress achieved during the past forty years, one must cast oneself back to the conditions existing at the beginning of this period. Statistics relating to the schools maintained in the years 1882 and 1884 do not appear to exist, but in a report submitted to H.E. the Khedive, in 1885, by the Minister of Education, the situation was as follows :-

Source of Revenue	Number of Schools					TOTAL
	Higher and Special	Second- ary	Primary	Girls'	Kuttabs	
1. The State	8	1	3	-	-	12
2. Ministry of Education itself	-	-	17	-	-	17
3. The Waqfs Administration	-	-	9	1	66	76
TOTAL :	8	1	29	1	66	105

The State revenue provided for 2119 pupils, the Ministry of Education revenue for 2518, and the Waqfa revenue for 5746 (inclusive of 99 girls), a total of 10383 pupils of whom 1500 were in the kuttabs.

In 1889 the National and Waqfa Schools were placed under the jurisdiction of the Ministry of Education.

Financial
Situation

Before 1900 it was impossible for the Ministry of Education to undertake any wide extension of the educational system. With the limited means at its disposal, all that could be done was to direct its energies to the improvement of the existing schools. It is only since 1900 that the Ministry has been able to take in hand the methodical development of education in all its branches from the kuttabs upwards, and it is only since 1904 that the Ministry of Finance has been able to increase to any considerable extent the grants accorded to the Ministry of Education. When the "race against bankruptcy", which marked the first two years of the period under consideration, had been won, it was felt that, however desirable it might be to provide schools for the children, it was still more desirable to limit the excessive demands which the tax-gatherer had heretofore made on their parents. Fiscal relief had to take precedence of everything.

Free Education

The first attempt to introduce school-fees was made by Riaz Pasha as Minister of Education in 1874, but the regulations then framed remained for many years practically a dead letter. In 1879 no less than 95% of the pupils in Government Schools and Colleges were still free. Since 1884 a more or less sustained effort has been made to establish the fee system and to eliminate free attendance whilst at the same time, gradually raising the fees in each grade of Europeanised school more nearly to the level of the cost of the education provided. Progress was for long extremely slow. In 1891 it was still customary even to pay bursaries to the graduates of the Higher Colleges until such time as they obtained Government employment. So long as the Civil Service and the higher needs of the country depended upon such artificial means, this policy was defensible but, as the special needs came to be met without such stimulus, the practice lost its justification and was gradually abandoned. The uninterrupted increase in the revenue from school-fees afforded valuable evidence of the popularity of the Government Schools. Under the old educational system the Government had to bribe boys with monthly pay, to recognise the period of school attendance as qualifying for pension, and to promise them appointments in the public service, as well as to lodge, board and clothe them free of charge in order to induce them to attend school. By 1903, in the Primary and Secondary Schools, this time-honoured system of gratuities had been practically abolished.

Right of Students to State Employment.

The expectation of State employment on leaving school was referred to in the Annual Report on Education for 1893 as follows: "The belief still lingers that, by the mere fact of attendance at a Government School, any pupil - however backward or idle - has a claim upon the Government for employment in the Civil Service." With a view to putting an end to this state of affairs a circular was issued and published in the "Official Journal" declaring that attendance at a Government School or College could not constitute a claim of any kind for employment in the public service.

Policy of Ministry of Education in regard to Fees.

The Ministry of Education felt that the ultimate aim should be to make Europeanised education self-supporting as far as possible, in order that money might become available for the promotion of a national system of elementary education. Until 1898 the whole of the State expenditure on education was devoted exclusively to supplying a Europeanised education to a small privileged class of about 8000 pupils drawn mainly from the wealthiest sections of a population of nine millions. In so far as an educational ladder is desirable, to give pupils of exceptional brilliancy but of restricted means the chance of entering the Higher Colleges, free scholarships should be provided in the Secondary Schools and continued, when necessary, in the Higher Colleges.

Reforms of Organisation.

Provision had to be made to guard against the continuance of the practice of annually promoting backward pupils to a higher class without due regard to their efficiency in the work of the lower class. It had previously been left to the Headmaster of each Secondary School to decide whether or not applicants for admission were sufficiently advanced to follow the Secondary course of study, and it often happened that in consequence of the admission of students who ought to have remained in the Primary Schools, the work of the Secondary Schools deteriorated. In 1891 a uniform examination, conducted by a specially appointed board of examiners, was held at Cairo for all applicants for admission to any of the Government Secondary Schools. Thus began the Primary Education Certificate Examination. The Secondary Education Certificate Examination had been started in 1887.

Previously to 1891 the Higher Colleges were attended largely by students who had not received instruction in the most elementary subjects and who had to be taught the three R's whilst an attempt was being made to carry them through a professional course.

The tendency to raise the standard of instruction by increasing the range of the subjects taught, instead of improving the quality of the teaching within existing limits, had to be carefully guarded against.

In the Secondary Schools Science, for example, was represented by no less than twelve branches, and the syllabuses were for the most part textual reproductions of the contents pages of advanced manuals in each branch, with the result that, in any given year, only a fraction of the syllabus was covered by the students. This pedagogic error was rectified by reducing both the number of branches and the extent of the syllabuses; practical laboratory work in Physics and Chemistry was introduced, and the students were led to understand a little thoroughly rather than to memorise superficially and fail to understand a confused mass of scientific facts. The advance sought was intensive rather than extensive. The organisation of all educational establishments was so directed as to produce necessarily intellectual results, and when funds were lacking for the opening of new schools the efficiency of the existing institutions was raised to the highest possible degree.

A "Code of Instructions" for the better organisation of schools was issued in 1890 and, in 1903, the "Code of Regulations relating to school Organisation and Discipline" was enacted by Ministerial Order.

For many years the Primary Education Certificate served as the passport to the lower ranks of the Civil Service, and no advantage accrued from the possession of the Secondary Education Certificate. Young men, therefore, not specially attracted to professional careers, preferred to find any opening in the lower ranks of the Government service, immediately after securing the Primary Education Certificate, rather than to follow the long, arduous and relatively expensive courses of study in the Secondary Schools and Higher Colleges. To meet this difficulty, a Decree was issued, in 1901, introducing an important reform; holders of the Secondary Education Certificate were in future to be granted a higher status than holders of the Primary Education Certificate alone. The latter were to be ineligible for promotion to posts with a salary greater than L.E.10 per month. The result of this Decree was to induce a much larger number of students to enter the Secondary Schools. The eagerness displayed by parents throughout the country to avail themselves of the advantages of Secondary education for their sons forced into prominence not only the difficulty of finding school accommodation but also the question of locality. In 1907 three Secondary Schools were in Cairo, one was in Alexandria, and the Saida Secondary School was being built at Giza. It was not until 1914 that, with the erection of the Tanta Secondary School, the Ministry of Education was in a position to meet the reiterated demands of parents for Secondary Schools to be started in the provinces; Asyut Secondary School followed in 1918, Mansura and Zagazig in 1920.

Training of Women Teachers

The progress of female education is perhaps the most striking achievement of the last twenty years. In 1900 no Egyptian woman had yet started training for the teaching profession. The strong social prejudices in Egypt against the employment of men as teachers in Girls' Schools formed a serious obstacle in the way of the extension of female education, and it became imperative to make a start in the training of women-teachers. The success in 1900 of five girl candidates at the Primary Education Certificate Examination rendered it possible for the Ministry to attempt for the first time to form the nucleus of a Women's Training College.

Four of the five successful girl candidates at the Primary Education Certificate entered in October, 1900, the Training Department attached to the Sania Girls' Primary School. Thus began the Sania Training College which, in 1922, had 106 students and which, up to the 1921 diploma Examination, had furnished no less than 107 trained teachers.

Elementary Education.

The foundation of a national system of elementary education was laid in 1889 when the Waqfs Administration transferred to the Ministry of Education its Kuttabs for management, and the Ministry undertook the task of reforming the Kuttabs throughout the country. A system of inspection was created, and special classes were started for the instruction of the teachers (Figis and 'Arifs) who were hopelessly ignorant of pedagogic methods, and little learned in any subject however simple. To extend the scope of work, private kuttabs were brought under a grant-in-aid scheme, and gradually a fairly satisfactory type of kuttab was evolved, in which the Qoran and the three R's were taught on modern lines. The premises were, however, hopelessly dilapidated, sanitary conveniences were either entirely lacking or in a most unhygienic condition, and the teaching of all classes was generally carried on in a single room. It was not until 1916 that Elementary Education received the necessary stimulation, materially and professionally, that followed upon the appointment of a Controller for Elementary Education, and laid the foundations of a truly national system. There are at present 809 fully-organised Elementary Schools in the country, accommodated for the most part in suitable premises, equipped with the necessary school-books and materials, and taught by teachers specially trained in the Men's and Women's Elementary Training Colleges that are scattered throughout the country. Between them and the old kuttab there is a vast gulf, the one representing a distinctly regenerating influence and the other incapable of any social progress. The "Report of the Commission for the Extension of Elementary Education", issued in 1919, deals thoroughly with the establishment of a national system of elementary education which when adopted will, in the space of 20 or 30 years, remove the reproach of general illiteracy from the country by converting the present 92% of illiterates into literates. Public spirit needs to be evoked on behalf of the endowment of elementary schools as it was evoked in the province of Daqahliya, in 1906-1907, when 430 feddans of agricultural land were secured in trust (waqfs) for the multiplication of kuttabs. The same public spirit was shown by the Alexandria Municipality when, in 1917, it started an annual grant for the improvement of elementary education in the city, a scheme which grew with the help of the Ministry of Education until it embraced 24 model elementary schools. The Hussein Pasha Kamel Elementary School at Tura is another establishment due to the generosity of the well-known firm of Messrs. Coszika Bros., which expended over L.E.20000, in 1917, in the erection and endowment of a model elementary school for the free education of the sons of its workmen.



English and French as media of instruction

The utilisation of English and French as media of instruction in the Secondary Schools and Higher Colleges was rendered obligatory for a time, partly owing to the inadequate supply of Egyptian qualified teachers and partly because of the policy pursued up to 1907 of giving students the most practical means of becoming experts in these European languages. There was no desire to Anglicise or Gallicise the youth of the country. The impulse to learn a foreign language proceeded less from the Government than from the people themselves, who were anxious that their sons should acquire either English or French in a competent manner. With the gradual increase in the number of qualified Egyptian teachers the medium of instruction in the Secondary Schools once more became Arabic.

The Higher Colleges.

The reorganisation of the Higher Colleges, together with the provision of suitable premises and adequate technical equipment of every kind, has resulted in these institutions becoming thoroughly efficient. The standard of attainment of the graduates has slowly but surely risen, so that to-day, if the projected State University be brought into being, the various Higher Colleges are ready to take their place amongst its faculties.

The State University.

The Government, through the Ministry of Education, has always been ready to acknowledge that the system of national education is as yet incomplete. It has confessed that there must eventually be something beyond the professional colleges; in other words, that the function of education is to fit a man for life and not for a narrow sphere of professional duties. If time was necessary for the creation of a body of competent teachers in the schools, more time is surely needed for the recruitment of University professors. But the greatest obstacle of all to the realisation of the State University has so far been the question of cost. The scheme for the creation of the University has been outlined in the "Final Report of the University Commission" issued in 1921.

Female Education.

The development of Female Education is entirely the work of the Ministry of Education during the past forty years. Whereas in 1882 there was but one school for the education of girls, there is now a complete system of girls' schools comprising Elementary and Higher Elementary Schools, Primary and secondary Schools, Women's Elementary Training Colleges and the Sania Training College for training Europeanised teachers.

The vast increase in attendance in Girls' Schools and Colleges is shown by contrasting the situation as it was in 1882 with the situation of 1922. In the former year there was (disregarding the School of Nurses and Midwives) one school with 99 girl-pupils and there were no women-teachers; in the latter year 58856 under instruction in Girls' Schools and Colleges, whilst the number of women-teachers in the Government service alone is 489. The question of female education is of such importance as to merit special heed being paid to the actual details of the 58856 girls at present under instruction :-

(1) Organised Elementary Schools	22538
(2) Grant-in-aid Elementary Schools	28039
(3) Higher Elementary Schools	700
(4) Primary Schools	6394
(5) Secondary School	44
(6) Domestic Econ. & Feminine Industries Schools	209
	TOTAL : 57924
(7) Training Colleges :	
Elementary ... 326)	923
Sania 106(	
	GRAND TOTAL : 58856

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School
Premises.

In 1895 a Commission composed of representatives of the Public Works Department and the Ministry of Education issued an exhaustive report, recommending a special grant of L.E.265000 to meet the urgent need for school buildings. The various schools had been accommodated buildings that had to be adapted to school purposes, many of them having been palaces or houses of rich inhabitants. The Higher Schools especially suffered from the lack of suitable premises but, owing to the financial stringency, no effect was given to the recommendations of the 1895 Commission until 1900 when the Dar el 'Ulum and the Nasria Boys' Primary School premises were erected. In 1902 there followed the Higher Agricultural School at Giza; in 1905 the Engineering School, likewise at Giza; then in 1906 - the memorable year, so far as new buildings are concerned - the Sania Girls' Primary School, the Moharrem Bey Boys' Secondary School, the Zagazig Boys' Primary School and the Asyut Model Workshops; in 1907, the Police School at Abbasiya; in 1908 the Saidia Boys' Secondary School at Giza; in 1909 the Military School at Abbasiya; and in 1914 the Tanta Boys' Secondary School. Nearly a million pounds has been spent on buildings during the period 1882-1922, and yet much remains to be done. Many of the Primary Schools need to be re-built, and new premises for Elementary Training Colleges for both men-teachers and women-teachers are urgently needed. The building programme of the Ministry has always been of necessity long and what remains to be accomplished must, in the total, prove costly.

(Signed) : G. ROBB.

Cairo, 29th June, 1922.

APPENDIX I

Possibility of starting Boys' Higher Elementary Schools in Provincial Towns.

P l a c e s	Population in 1917	Number of Boys' or Mixed Elementary Schools (Maktabs)		Number of Pupils		Number of 4th Year Pupils		REMARKS
		In the Town	Within 3 Kilometres	In the Town	Within 3 Kilometres	In the Town	Within 3 Kilometres	
I. BEHSIRA :								
Damanhur	40000	16	20	1464	1612	90	107	Possible
Itai el Barud ---	4980	2	5	98	138	-	-	Impossible
Shubrahkhut	6513	4	5	198	198	4	4	"
Rosetta	21700	3	3	285	268	22	24	"
Dilingat	8178	2	6	182	323	7	7	"
Kom Hamada	4433	-	23	-	826	-	29	"
II. GHARBIYA :								
Tanta	74000	32	42	2040	2556	114	146	Possible
Samannud	14087	10	15	645	805	56	64	Doubtful
Fua	22866	9	10	532	572	13	17	Impossible
Kafir el Sheikh --	8458	4	8	312	473	27	37	"
Mahalla el Kubra	37733	12	15	714	875	11	28	"
Talkha	9072	1	5	125	389	8	27	"
Shirbin	9789	5	9	418	602	18	29	"
Kafir el Zayyat --	13461	5	10	417	631	18	18	"
Zifta	18133	6	10	597	847	28	45	"
Santa	3999	6	14	236	594	4	29	"
Dismh	18357	6	8	244	297	-	-	"
III. MENUFIYA :								
Shibin el Kom ---	24000	7	24	464	1467	22	31	Impossible
El Bagur	10978	4	11	310	617	14	16	"
Tala	16486	2	22	129	1139	10	70	"
Menuf	24152	8	22	566	1401	4	4	"
Ashmun	16773	2	4	102	258	-	-	"
Quesna	4834	2	7	68	232	3	12	"
IV. DAQAHLIYA :								
Mansura	49000	28	34	2059	2546	124	176	Possible
Mit Ohmar	17767	6	7	378	469	11	11	Impossible
Simbillawein ---	14530	12	17	491	633	23	38	"
Faraskur	9393	7	9	515	680	22	80	"
Dikernes	6355	2	6	150	303	7	11	"
Aga	5164	3	3	189	189	9	9	"
V. SHARQIYA :								
Zagazig	41000	20	32	1062	1599	50	72	Possible
Minya el Kamh ---	7302	4	4	370	370	-	-	"
Hihya	8192	1	1	27	27	-	-	Impossible
Fakus	8032	2	5	48	294	-	15	"
Kafir Sakr	2695	-	1	-	36	-	-	"
Bilbeis	15508	4	6	325	412	-	8	"
VI. QALYUBIYA :								
Benha	19700	4	7	373	610	14	27	Impossible
Tukh a	6796	2	5	123	238	-	3	Doubtful
Qalyub a	19248	2	4	150	255	15	18	"
Shibin el Qanater a	8429	3	7	165	511	11	46	Possible
VII. GIZA :								
Giza	19000	9	14	704	919	68	93	Possible
Imbaba a	3300	3	4	223	264	19	19	Impossible
El Ayyat	2819	1	3	72	126	-	-	"
El Baff	3647	1	2	47	47	-	-	"
VIII. FAYYUM :								
Fayyum	44000	6	11	495	622	13	13	Impossible
Sinnaris	18831	-	2	-	64	-	-	"
Itaa	3958	1	4	52	148	7	13	"
IX. BENI SUEF :								
Beni Suef	32000	10	16	800	1100	26	30	Impossible
Biba	13858	3	7	244	379	-	3	"
Wasta	3346	2	9	85	330	-	-	"
X. MINYA								
Minya	35000	15	23	1046	1353	38	38	Doubtful
Beni Mazar a ---	11628	3	3	139	139	1	1	Impossible
Maghagha a	10399	4	5	189	214	-	-	Doubtful
El Fashn a	13988	4	4	254	254	6	6	Impossible
Abu Kirkas	8509	3	3	141	141	-	-	"
Samallut	8920	4	5	199	239	-	-	"

* These are places where Higher Elementary Schools had been started.



APPENDIX II.

Government Primary Schools for Boys.

STATISTICS of English and French Sections, 1889-1921.

Y e a r	Number of Pupils		Percentage in each Section	
	English	French	English	French
1889	689	2133	24%	76%
1890	1288	2279	36%	64%
1891	1654	2098	44%	56%
1892	1856	2132	47%	53%
1893	2029	2716	43%	57%
1894	2235	2913	43%	57%
1895	2253	2606	46%	54%
1896	2313	2508	48%	52%
1897	2499	2427	51%	49%
1898	3279	1313	71%	29%
1899	3792	694	85%	15%
1900	4282	350	92%	8%
1901	5597	122	98%	2%
1902	5727	58	100%	0%
1903	6070	-	100%	0%
1904	6494	-	100%	0%
1905	6815	-	100%	0%
1906	7584	-	100%	0%
1907	8143	-	100%	0%
1908	8164	-	100%	0%
1909	7941	-	100%	0%
1910	8132	-	100%	0%
1911	7244	-	100%	0%
1912	7090	-	100%	0%
1913	7119	-	100%	0%
1914	6407	-	100%	0%
1915	6197	-	100%	0%
1916	6242	-	100%	0%
1917	7616	-	100%	0%
1918	7839	-	100%	0%
1919	8609	-	100%	0%
1920	10749	-	100%	0%
1921	11382	-	100%	0%

APPENDIX III.

Boys' Primary Schools.

LIST showing the number of paying and free pupils in attendance since 1889-1890.

Y e a r	Paying	F r e e			GRAND TOTAL	Percentage of free pupils	
		Sons of employees in the Railway Administration	Others	TOTAL		Sons of employees in the Railway Administration	Others
1889	2971		1286	1286	4257		30%
1890	3729		1911	1911	5640		34%
1891	4766		1346	1346	6112		22%
1892	5037		1319	1319	6356		21%
1893	6176		1434	1434	7610		19%
1894	6486		1367	1367	7853		17%
1895	6119		970	970	7089		14%
1896	6313		722	722	7035		10%
1897	6249		614	614	6863		9%
1898	5973		333	333	6306		5%
1899	5761		183	183	5949		3%
1900	6108		161	161	6269		3%
1901	5607	45	67	112	5719	.8%	1.2%
1902	5728	46	11	57	5785	.8%	.27%
1903	6017	49	4	53	6070	.8%	.06%
1904	6452	42	-	42	6494	.6%	-
1905	6778	37	-	37	6815	.5%	-
1906	7547	37	-	37	7584	.5%	-
1907	8102	40	1	41	8143	.5%	-
1908	8121	42	1	43	8164	.5%	-
1909	7907	33	1	34	7941	.4%	-
1910	8092	40	-	40	8132	.5%	-
1911	7164	80	-	80	7244	1%	-
1912	7010	80	-	80	7090	1%	-
1913	7039	80	-	80	7119	1%	-
1914	6345	62	-	62	6407	1%	-
1915	6148	49	-	49	6197	.8%	-
1916	6205	37	-	37	6242	.6%	-
1917	6692	24	-	24	6716	.3%	-
1918	7806	33	-	33	7839	.4%	-
1919	8574	35	-	35	8609	.4%	-
1920	10675	74	-	74	10749	.7%	-
1921	11302	80	-	80	11382	.7%	-



APPENDIX IV.

Secondary Schools.

LIST showing the number of paying and free pupils
in attendance since 1889-1890.

Y e a r	Paying	Free	TOTAL	Percentage of free pupils
1889	404	253	657	39%
1890	538	196	734	27%
1891	476	185	661	28%
1892	467	186	653	28%
1893	530	183	713	26%
1894	491	170	661	26%
1895	535	149	684	22%
1896	531	142	673	21%
1897	514	97	611	16%
1898	449	66	515	13%
1899	407	94	501	19%
1900	487	82	569	14%
1901	652	76	728	10%
1902	773	43	816	5%
1903	866	17	883	2%
1904	1032	1	1033	1%
1905	1345	-	1345	-
1906	1380	-	1380	-
1907	1850	60	1910	3%
1908	1947	166	2113	8%
1909	1998	245	2243	11%
1910	1935	262	2197	12%
1911	1908	252	2160	11%
1912	2227	258	2485	10%
1913	2321	211	2532	8%
1914	2512	125	2637	5%
1915	2471	58	2529	2%
1916	2609	27	2636	1%
1917	2397	45	2442	2%
1918	2458	83	2541	3%
1919	2417	108	2525	4%
1920	3127	134	3261	4%
1921	3536	143	3679	4%
1922 (May)	3433	148	3581	4%

APPENDIX V.

Secondary Schools.

SUMMARY showing the percentage of boarders and day-pupils in attendance at the end of December of the School-years since 1895-1896.

Year	Boarders			Day-pupils			TOTAL			Percentage	
	Paying	Free	TOTAL	Paying	Free	TOTAL	Paying	Free	TOTAL	Boarders	Day-pupils
1895 ...	72	17	89	463	132	595	535	149	684	13%	87%
1896 ...	63	25	88	468	117	585	531	142	673	13%	87%
1897 ...	54	20	74	460	77	537	514	97	611	13%	87%
1898 ...	56	24	80	393	42	435	449	66	515	15%	83%
1899 ...	60	63	123	347	31	378	407	94	501	25%	75%
1900 ...	63	66	129	424	15	440	487	82	569	23%	77%
1901 ...	84	58	144	566	18	584	652	73	728	20%	80%
1902 ...	97	32	129	676	11	687	773	43	816	16%	84%
1903 ...	123	11	134	743	6	749	866	17	883	15%	85%
1904 ...	196	1	197	836	-	836	1032	1	1033	19%	81%
1905 ...	221	-	221	1124	-	1124	1345	-	1345	16%	84%
1906 ...	221	-	221	1159	-	1159	1380	-	1380	16%	84%
1907 ...	263	28	291	1587	32	1619	1850	60	1910	15%	85%
1908 ...	265	24	289	1682	142	1824	1947	166	2113	14%	86%
1909 ...	312	44	356	1686	201	1887	1998	245	2243	16%	84%
1910 ...	333	98	431	1602	164	1766	1935	262	2197	20%	80%
1911 ...	370	103	473	1538	149	1687	1908	252	2160	22%	78%
1912 ...	414	124	538	1815	134	1947	2227	258	2485	22%	78%
1913 ...	425	135	560	1896	76	1972	2321	211	2532	22%	78%
1914 ...	414	79	493	2098	46	2144	2512	125	2637	19%	81%
1915 ...	242	42	284	2229	16	2245	2471	58	2529	11%	89%
1916 ...	298	22	320	2311	5	2316	2609	27	2636	12%	88%
1917 ...	348	40	388	2049	5	2054	2397	45	2442	16%	84%
1918 ...	500	74	574	1958	9	1967	2458	83	2541	22%	78%
1919 ...	625	101	726	1792	7	1799	2417	108	2525	29%	71%
1920 ...	943	121	1064	2184	13	2197	3127	134	3261	33%	67%
1921 ...	961	126	1087	2575	17	2592	3536	143	3679	29%	71%
1922(May)	919	128	1047	2514	20	2534	3433	148	3581	29%	71%



APPENDIX VI.

Higher Schools.

LIST showing the number of paying and free students in attendance at the following Higher Schools from the session of 1889-1890.

Year	School of Law			School of Engineering			School of Medicine and Pharmacy			School of Accountancy and Commerce			TOTAL			Percentage of Free students
	Paying	Free	TOTAL	Paying	Free	TOTAL	Paying	Free	TOTAL	Paying	Free	TOTAL	Paying	Free	TOTAL	
1889	33	18	51	11	32	43	69	81	150	-	-	-	113	131	244	54
1890	49	21	70	3	41	44	43	97	140	-	-	-	95	159	254	63
1891	47	14	61	-	26	26	28	78	106	-	-	-	75	118	196	61
1892	77	15	92	-	25	25	13	75	88	-	-	-	90	115	205	55
1893	91	16	107	-	18	18	9	51	60	-	-	-	100	85	185	46
1894	109	14	123	-	10	10	14	39	53	-	-	-	123	63	186	34
1895	89	6	95	-	17	17	8	38	46	-	-	-	97	51	158	39
1896	92	-	92	-	17	17	4	31	35	-	-	-	96	48	144	50
1897	75	-	75	-	29	29	1	39	40	-	-	-	76	68	144	47
1898	73	-	73	-	43	43	-	50	50	-	-	-	73	93	166	56
1899	94	-	94	-	45	45	-	63	63	-	-	-	94	108	202	53
1900	102	-	102	7	43	50	3	59	62	-	-	-	112	102	214	48
1901	119	-	119	15	25	40	27	41	68	-	-	-	161	66	227	29
1902	158	-	158	16	11	27	52	38	90	-	-	-	226	49	275	18
1903	183	-	183	17	6	23	83	18	98	-	-	-	285	21	306	7
1904	234	-	234	35	-	35	98	3	99	-	-	-	365	3	368	1
1905	273	-	273	57	-	57	116	-	116	-	-	-	446	-	446	0
1906	358	-	358	89	-	89	148	-	148	-	-	-	593	-	593	0
1907	390	-	390	106	-	106	159	-	159	-	-	-	653	-	653	0
1908	373	-	373	111	-	111	190	-	190	-	-	-	674	-	674	0
1909	352	-	352	102	-	102	207	-	207	-	-	-	661	-	661	0
1910	302	-	302	133	-	133	220	-	220	-	-	-	655	-	655	0
1911	282	-	282	160	-	160	234	-	234	30	-	30	706	-	706	0
1912	272	-	272	166	-	166	258	-	258	44	-	44	740	-	740	0
1913	-	-	-	177	-	177	258	-	258	77	-	77	522	-	522	0
1914	-	-	-	183	-	183	263	-	263	82	-	82	528	-	528	0
1915	-	-	-	192	-	192	298	-	298	81	-	81	571	-	571	0
1916	-	-	-	198	3	198	293	4	302	73	-	78	573	5	578	8
1917	-	-	-	232	7	239	257	10	267	75	-	75	564	17	581	3
1918	-	-	-	260	7	267	251	15	266	74	-	74	585	22	607	3
1919	-	-	-	300	10	310	247	23	270	77	-	77	624	33	657	5
1920	-	-	-	434	52	486	269	31	300	60	-	60	763	83	846	10
1921	-	-	-	470	54	524	348	29	377	48	-	48	866	83	949	9

APPENDIX VII.

Trades taught in Model Workshops and Trades Schools with the number of Apprentices in each trade, for 1921

Name of School	Fitting and Metal Work	Woodwork including carpentry and cabinet work	Wood Turning including Meshrebiya and Ivory work	Painting and Decorative Work	Leather Work	Weaving	Carpet Making	Tailoring	Book binding and Printing	TOTAL
1. Cairo Model Workshops	176	70	-	31	27	-	-	-	-	304
2. Agyut Model Workshops	76	38	-	6	35	-	24	-	-	178
3. Mansura Trades Sch.	47	34	18	13	30	24	-	-	-	166
4. Aswan " "	32	27	-	11	19	15	-	-	-	104
5. Luxor " "	44	18	-	7	6	-	-	-	1	76
6. Hagg'Hamadi " "	50	18	-	-	-	12	10	-	-	90
7. Sahag " "	59	32	-	5	19	11	-	-	-	126
8. Abu Tig " "	32	27	15	2	-	32	-	-	-	108
9. Beni-Suef " "	85	28	5	8	52	16	26	-	-	220
10. Fayyum " "	91	45	-	8	28	10	-	-	3	185
11. Faggala " "	40	20	-	-	-	-	-	-	4	64
12. Qulali " "	37	15	2	8	20	-	-	-	-	82
13. Fakh " "	70	38	6	12	21	-	-	-	-	147
14. Mahalla Weaving School	-	-	-	-	-	80	-	-	-	80
15. Tanta Trades Sch.	138	53	-	23	-	-	-	-	-	214
16. Damanhur " "	112	48	24	14	33	20	-	21	13	285
17. Mohammed Ali Technical	36	1	-	-	-	-	-	-	-	37)
Trades School ..	136	57	27	28	42	-	-	24	25	341 (37)
TOTAL :	1263	569	97	175	332	220	60	45	46	2307

Expenditure of Provincial Councils on Education

Provincial Council	1910	1911	1912	1913	1914-15	1915-16	1916-17	1917-18	1918-19	1919-20	1920-21	1921-22
	L.E.	L.E.	L.E.	L.E.	L.E.	L.E.	L.E.	L.E.	L.E.	L.E.	L.E.	L.E.
Beheira	2476	11182	38974	33286	30789	22210	29523	36765	35237	53830	77728	46412
Menoufiya	-	12741	11504	14695	22410	18913	27161	23409	33450	38400	65691	50705
Sharbiya	-	11573	28311	26812	54270	36590	41333	45762	51051	57885	76761	78041
Daqahliya	-	16215	23430	19200	38131	22900	23288	26437	31315	39142	48666	39772
Sharqiya	160	5930	9443	18253	17114	14372	18025	27020	30208	32515	54670	47254
Qalyubiya	5618	15573	17624	16187	21023	13386	16645	16719	27499	22192	28075	25595
Giza	-	-	6268	9795	9603	7443	9112	10381	11180	14708	20836	19780
Fayyum	-	9246	8302	8953	9011	8301	8879	12741	16615	13690	27346	20588
Beni Suef	-	7628	10501	16534	17821	13671	15638	19300	18302	14419	20596	31849
Minya	157	4295	8043	14386	11083	8700	12290	17602	21790	28227	31667	35143
Asyut	299	8602	15065	22526	33153	17726	18164	24051	29999	25791	50710	53906
Girga	749	918	8047	12964	11698	12330	13251	14436	17405	11808	32351	24542
Qena	527	10295	14147	12182	13595	11924	12611	13687	17975	14797	30176	31168
Aswan	135	626	3738	3047	2960	2613	2783	3752	3948	3335	5405	7264
TOTAL :	10121	114824	203397	228820	282661	211079	247703	294063	345974	349839	570858	513019

